

SEMI-CENTENNIAL  
HISTORICAL SKETCH  
AND NOTES  

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WINONA STATE NORMAL SCHOOL



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HISTORICAL SKETCH  
AND NOTES

Winona State Normal School  
1860-1910



WRITTEN IN CONNECTION WITH THE PREPARATION  
FOR THE CELEBRATION OF THE  
FIFTIETH ANNIVERSARY  
OF THE OPENING OF THE INSTITUTION,  
JUNE 5-8, 1910



BY  
C. O. RUGGLES  
HISTORY AND SOCIAL SCIENCE

ASSISTED BY  
OTHER MEMBERS OF THE FACULTY

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## PREFACE

It is unfortunate that Dr. G. O. Virtue, for twelve years a member of the faculty, who was to write the history of this school has, within a year, been called to another position, leaving the task to one less capable who came to the State of Minnesota for the first time September last. Moreover, the work has been done under much pressure, and doubtless contains many errors. If those finding mistakes will kindly report them to the president of the school, it will enable the institution to make its next history more accurate.

For several reasons the present historical sketch puts most stress on the early history of the school. In the first place, no history was published at the end of the first twenty-five years, as is customary with most normal schools, and the sources for this period are very limited indeed. The destruction of a single volume for these years would be an irreparable loss, so far as the history of the institution is concerned. Furthermore, many persons have already passed away whose services would have been invaluable in this undertaking, and an effort has been made to record much which is contained in but a few rare volumes or locked up in the memory of those yet living.

This mode of procedure has prevented the working out of a balanced account of later administrations (indeed, such has not been done even for the earlier administrations) and has necessitated a cursory treatment, publishing those phases which could be most readily worked out. However, duplicate volumes of the various reports containing information for this period, are to be found in possession of the other normal schools now established, and the destruction of one set will not prevent the future historian from giving the later administrations the attention they deserve.

Three historical sketches of the institution have proved valuable in this endeavor: one in the History of Winona County; one by Dr. Shepard based on the sketch just referred to; and one, from 1864 to 1876 inclusive, by ex-Principal W. F. Phelps. This sketch was printed in the Bulletin for December, 1905.



The following persons have assisted in the preparation of this volume as is here indicated: Record of Changes in the Course of Study, President Maxwell; Library, Loan Fund, and Index, Miss Grant; Museum, Biography of Dr. Shepard and part of Dr. Shepard's administration, Mr. Holzinger; Music, Miss Caroline V. Smith; Drawing, Miss Speckman; Kindergarten, Misses Atwood and Packard; Physical Education, Miss Andrews; part of article on Literary Societies, Mr. Kent; Continuous Sessions, Mr. Munson; Manual Training, Mr. Sandt; Domestic Science, Miss Barrows; Bulletin, Mr. Gaylord; Winona Teachers and Graduates in South America, Mrs. Franc Allyn Morgan; Biography of Mr. Morey and part of Mr. Morey's Administration, Miss Gildemeister; List of Prudential Committees, Normal Board and much of the proof reading Miss Morey.

Valuable assistance too has been rendered by Miss Louise Kuehn, Mrs. Grace Doty Hopkins, Mrs. Kate Berry Morey, Judge H. L. Buck, Dr. G. O. Virtue, Supt. C. G. Schulz, and Dr. Irwin Shepard. Other members of the faculty and citizens of Winona not here mentioned have given much assistance in one way or another.

Winona, Minnesota,  
May, 1910.

CLYDE O. RUGGLES.

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**IMPORTANT DATES IN THE HISTORY OF THE WINONA STATE  
NORMAL SCHOOL**

- July 17, 1858 Joseph Peckham introduced into the House of Representatives the bill to establish the Normal School System of Minnesota.
- July 27, 1858 Bill passed House. Yeas, 45; Nays 4.
- July 28, 1858 Bill introduced into Senate.
- July 30, 1858 Bill passed Senate. Yeas 20; Nays 0.
- Aug. 2, 1858 Bill signed by Governor Henry H. Sibley.
- Aug. 14, 1859 Subscription of Winona citizens to secure Normal School at that place.
- Aug. 16, 1859 First Normal Board Meeting at St. Paul.
- Nov. 9, 1859 Second Normal Board Meeting at Winona; many addresses delivered on the founding of the Normal School.
- Feb. 29, 1860 Act of Establishment of State Normal Schools suspended for five years; Winona Normal School excepted.
- Sept. 3, 1860 Opening Day of Winona Normal School.
- June 26-28, 1861 First "Commencement" of Winona Normal School (No graduating class.)
- Dec. 14, 1861 Principal John Ogden resigned.
- Dec. 1861 - March 2, 1862 Resident Director David Burt and V. J. Walker, Principal of Winona High School, temporarily in charge of the Normal School.
- March 2, 1862 - Nov. 1, 1864 Work of school suspended.
- Feb. 19, 1864 Legislature renewed appropriation to Normal, School putting it on a permanent basis.
- May 15, 1864 John G. McMynn elected Principal.
- Sept. 22, 1864 John G. McMynn's resignation accepted.
- Sept. 22, 1864 William F. Phelps elected Principal.
- Nov. 1, 1864 The re-opening of the school after the civil war.
- March 3, 1865 Act to establish State Normal Schools suspended for another five years; Winona Normal School excepted.
- Feb. 6, 1866 Legislature made first appropriation of \$10,000 for building at Winona.

June 28, 1866	First class graduated.
June 28, 1866	Present site chosen.
Oct. 19, 1866	Corner stone of main building laid.
March 7, 1867	\$50,000 appropriated for building at Winona.
Sept. 1, 1869	New Building occupied by the school.
March 4, 1870	"Appropriation to pay balance due" on building at Winona.
March 3, 1871	"An act to appropriate money to pay indebtedness of First State Normal School."
March 2, 1872	Act making Normal School diplomas valid as certificates, repealed.
March 7, 1873	Name of Normal Schools changed from First State Normal, Second State Normal, etc., to State Normal School at Winona, State Normal School at Mankato, etc.
Dec. 6, 1876	Normal Board chose Acting Principal Morey to be Principal after January 1, 1877.
May 13, 1879	Resignation of Principal Morey accepted.
June 24, 1879	Irwin Shepard chosen Principal.
April 21, 1891	Normal school diplomas made "valid as first grade certificates for two years."
April 20, 1897	\$8,000 appropriated for continuous session at Winona.
Aug. 16, 1898	Acceptance by Normal Board of Dr. Shepard's resignation.
Aug. 26, 1898	Frank A. Weld chosen President. (Did not accept.)
Dec. 8, 1898	Dr. J. F. Millspaugh chosen President.
April 2, 1901	Board of Control Act.
April 8, 1904	Dr. Millspaugh's resignation accepted by Normal Board.
April 8, 1904	Guy E. Maxwell chosen President.
April 7, 1905	Act releasing University and Normal Schools from jurisdiction of Board of Control.
April 18, 1905	By the Revised Statutes the name of the institution becomes the "Winona State Normal School."
April 12, 1907	Act to establish continuous session.
April 25, 1907	Appropriation of "\$55,000 for Model School Building."

- Nov. 10, 1908 Laying of the Corner Stone of the New Building.
- March 26, 1909 Normal Board given power to make Summer Session shorter than 12 weeks.
- April 22, 1909 Appropriation of \$75,000 for Women's Dormitory.
- April 23, 1909 New diploma law limiting elementary diploma to three years without renewal.
- April 25, 1910 Sod broken for Women's Dormitory.

## **Historical Sketch**

### **Winona State Normal School**

#### **THE FIRST NORMAL SCHOOLS**

The earliest Normal School of which there is record was founded at Rheims in 1681 by Abbé de la Salle. Three years later this developed into the famous Christian Brothers' School. A distinguished German educator, Hermann August Franke, and his disciple, Johann Julius Hecker, introduced the system into Germany before the middle of the eighteenth century. Prussia had six Normal Schools before the close of the century and was the center from which the professional spirit radiated to the United States.

The visits made to Europe for the inspection and personal examination of the Normal School system by such men as Professor Bache of Girard College, Professor Stowe of Lane Seminary, Ohio, and Hon. Horace Mann of Massachusetts, and particularly the complete and able reports made by these gentlemen on their return, caused a marked awakening in educational circles in the United States.

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#### **EARLY NORMAL SCHOOLS IN THE UNITED STATES**

It was urged in the "Massachusetts Magazine" as early as June, 1789, probably by Elisha Tichnor, that steps be taken to improve education. Noah Webster, too, believed that the want of good teachers was "the principal defect in the plan of education in America." A Master's thesis at Yale in 1816 on "The State of Education in Connecticut" elaborated a plan for an "Academy for Schoolmasters."

It would be impossible to give passing notice even by the mere mention of names of those prominent in the Normal School movement in the United States from the beginning of the nineteenth century to the end of the third decade of the century when the first school was established.

Emerson gives Rev. James G. Carter credit for being the "Father of Normal Schools" in America. Carter graduated at Harvard in

1820 and immediately began writing upon education. In 1824 he published "Essays on Popular Education" and in 1826 a second volume containing an elaborate plan for the education of teachers. But as a member of the Massachusetts Legislature after 1835, Carter did his greatest work for the Normal School idea. Usually he was a member of the Educational Committee and was for some time its chairman. When the surplus revenue was distributed to the states in 1837, he sought to divert Massachusetts' share to the cause of education, but failed. However, the passage by the Massachusetts Legislature of the Normal School Act<sup>1</sup> of 1838 was due solely to his efforts.

In accordance with this act, the first Normal School under state auspices in America was opened at Lexington, Massachusetts, July 3, 1839. It was to be open to women only, and but three presented themselves as candidates for the entrance examination. From the modest enrollment of three, the number increased in a few weeks to twelve. In October a model school was organized and placed under the charge of Miss Mary Swift.

However, the new institution was soon attacked<sup>2</sup>. Within a year after the opening of the Lexington Normal, the Committee of Education was directed by the legislature to consider the expediency of abolishing the Normal School. That committee submitted a bill abolishing the Normal School system, but by the efforts of Horace Mann and others, the bill was lost by a vote of 245 to 182.

Within five years the school had outgrown its accommodations, and in May, 1844, it was removed to West Newton, where Josiah Quincy, Jr., purchased a building formerly used as a private academy, which he gave to the Secretary of the Board of Education, who had searched in vain for a suitable structure within the means of the Board. The building was out of repair, but at the expense of Mr. Mann and the contribution of the citizens of West Newton, it was put in proper order for the use of the school.

The school increased in numbers and additional accommodations were provided in the rooms at first occupied by the model

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<sup>1</sup> Hon. Edmund Dwight had offered \$10,000 to the support of Normal Schools on condition that the Legislature appropriate an equal sum.

<sup>2</sup> So in Minnesota, there was some opposition at almost every session of the Legislature, until in 1876, as will be seen later, the special appropriation was refused and the schools were left to do the best they could on the meager annual appropriation.



department, which were vacated on the removal of the model school to other quarters provided by the town.

¶ In 1850 and 1851 the Board of Education took measures to bring before the Legislature the increasing wants of the school, and in May, 1852, the sum of \$6,000 was placed at the disposal of the Board, to defray the expenses of providing a better site and building. The Board was directed to receive propositions from towns and individuals and afterwards to make such selection as would, in their opinion, best subserve the interests of the institution. After carefully considering the propositions presented, the Board determined to transfer the school to Framingham, where it was opened December 15, 1853.

By 1867 the number of students who had entered this school was 1541, of which number 1092 had graduated. The graduating class of 1867 numbered 158.

Massachusetts founded two other Normal schools, one at Barr, which was to be open to both sexes, later removed to Westfield, and one at Bridgewater, before any other state had established such an institution. By 1865 Massachusetts was appropriating \$18,000 annually to the support of Normal Schools, \$4,000 of which was to aid students attending the schools.

Twenty years after the establishment of the Normal School system, Governor Boutwell, the Secretary of the Board of Education, determined to test the question of the influence of the Normal Schools upon the cause of education and accordingly issued a circular to School Committees of every town in the state. Replies were received from 202 towns of the 332 in the state. Sixty-eight replying had never employed Normal graduates; 11 were opposed to the system; while 106 of the towns expressed themselves favorable with degrees of feeling "from calm moderation to ardent enthusiasm."

New York was the next state to act. The Albany Normal, the fourth in the United States, was established in 1844, and, as will be seen later, this Normal and the New Jersey Normal School at Trenton were destined to have great influence on the new Normal School at Winona.

The following table, which has been constructed from Barnard's American Journal of Education, the January (1905) number of the bulletin, "Higher Education," of the New York State Ed-

education Department, and material furnished by the Bureau of Education, shows the State Normal at Winona to be the fourteenth normal school established in the United States.

	Established	Opened
1. Framingham, Massachusetts <sup>1</sup> .....	1839	1839
2. Westfield, Massachusetts.....	1839	1839
3. Bridgewater, Massachusetts.....	1839	1840
4. Albany, New York.....	1844	1844
5. Girls' Normal School, Philadelphia.....	1848	1848
6. New Britain, Connecticut.....	1849	1850
7. Ypsilanti, Michigan.....	1849	1853
8. Bristol, Rhode Island.....	1852	1852
9. Salem, Massachusetts.....	1853	1854
10. Trenton, New Jersey.....	1855 <sup>2</sup>	1855
11. Normal, Illinois.....	1857	1857
12. Charleston, South Carolina.....	1857	1859
13. New Orleans, Louisiana.....	1858	1859
14. Winona, Minnesota.....	1858	1860

## EDUCATION IN MINNESOTA

The importance of education has from the beginning been recognized in Minnesota. In the act of March 3, 1849, which organized Minnesota into a territory, the school system of the future was duly considered. According to section eighteen of this act, one eighteenth of all the land in the territory was to be set aside for school purposes, and this liberal support of education was no small factor in bringing many eastern people into the new territory. The truth of this statement may be seen from a paragraph taken from the report of the First Normal Board.

The pioneers of the Territory (now State) from 1849 to 1857 came here many of them expecting more than ordinary educational advantages, when we became a state, on account of the very large appropriation of lands for that purpose. The present population has had an average of four or five years' residence, and unless these anticipated advantages shall be enjoyed within the next five years, that class of persons between the ages of six and sixteen at the time of emigration will have passed beyond their reach; a more

<sup>1</sup> This institution was opened at Lexington and later removed to Framingham.

<sup>2</sup> A Normal Department was organized and opened in the State University of Iowa in 1855.

meritorious class will never occupy their places. Their deprivations cannot be computed in dollars and cents; even now with the most prompt action, but little can be done for them. But what they lose it is our duty to secure to their children.

The framers of the constitution also warmly endorsed the idea of popular education. It was their belief that it was the **duty** of the Legislature to establish and provide for public education, and they inserted in the constitution (Art. VIII, Sec. 1) a positive declaration to that effect.

The Governor of Minnesota in his message to the Legislature in 1857 stated that the cause of education had "by no means been neglected in the midst of the strife for wealth and speculation," and he called especial attention of the Legislature to the report of the Superintendent of Public Instruction. This report maintained that "To make a State requires more than the axe, the saw, and the water-wheel," that mind, knowledge, and education are required as well to make as to govern; and "our children of to-day may be our rulers of a quarter of a century hence." The superintendent further maintained that it was "doubly important, in new countries, whose institutions, in a measure, are yet to be formed, and to be formed by the people themselves, that school facilities should be as numerous and widely extended as possible." That settlers, too, seemed to appreciate the fact, for continues the report: "A small community are no sooner settled within a few miles of each other, than the voice of all demands a school for their children."

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## ACT ESTABLISHING THE NORMAL SCHOOL SYSTEM OF MINNESOTA

The bill which established the normal school system of Minnesota was introduced into the House of Representatives on July 17, 1858, by Joseph Peckham<sup>1</sup>; was read a second time July 23, 1858<sup>2</sup>, and passed the House by a vote of 45 to 4, July 27, 1858<sup>3</sup>.

<sup>1</sup> House Journal 1858, p. 850. Joseph Peckham, Congregational clergyman, was born in Boston, Mass., April 23, 1816; died in Kingston, Mass., May 17, 1884. He was graduated at Amherst College, 1837, and Union Theological Seminary, 1842; came to Cannon Falls, Minn., in 1856; was a member of the State Constitutional Convention, 1857, and a representative in the State Legislature, 1857-8; returned to Massachusetts in 1858 where he was superintendent of schools in Kingston twenty years and was acting pastor at Plymouth. (Furnished from the manuscript files of The Minnesota Historical Society, Warren Upham, Sec'y.)

<sup>2</sup> Ibid p. 903.

<sup>3</sup> Ibid p. 922. Those voting in the affirmative were Messrs. Atkinson, Balcombe, Bartlett, Bevans, Bray, Burgess, Campbell, Chown, Davern, Demmon, Foster, Gaskill, Gibson, Grover, Hanson, Hinkley, Smith, Johnson, Keith, Kibler, Kingsley, Libbey, Lord, Masters, Mackintire, Murphy, O'Neill, Parker, Peckham, Pettie, Pierce, Powers, Randall, Rehfield, Robinson, Rutan, Scofield, Seeley, Simpson, Sheetz, Starkey, Stevens, Tattersall, T. A. Thompson, Watrous, Way, and Mr. Speaker. Those voting in the negative were Messrs. Bearse, Chase, Willson, and Young.

On July 28 the bill was read a first time in the Senate<sup>1</sup>. On July 29 the Senate Committee to which the bill had been referred, recommended its passage without amendments. By a unanimous vote of 20 to 0 the bill passed the senate on July 30, 1858<sup>2</sup>, and on August 2, was approved by Governor Sibley. The act<sup>3</sup> is here given:

**State Normal  
Schools; how  
to be  
established.**

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Sec. 1. There shall be established within five years after the passage of this act, an institution to educate and prepare teachers for teaching in the common schools of this State, to be called a State Normal School. There shall be established within ten years after the passage of this act, a second State Normal School, and within fifteen years a third: PROVIDED, there shall be no obligations to establish the first Normal School until the sum of \$5,000 is donated to the State in money and lands, or in money alone, for the erection of the necessary buildings, and for the support of the professors or teachers in such institution, but when such sum is donated for such purpose, a like sum of \$5,000 shall be, and hereby is appropriated by the Legislature on the order of the proper officers, and shall be paid out of any moneys in the Treasury not otherwise appropriated by law, for the use and benefit of such institution.

**Appropriations  
by State  
upon certain  
conditions.**

Sec. 2. Whenever a second sum of \$5,000 shall have been donated to the State for the establishment of a second State Normal School, a like sum of \$5,000 shall be and hereby is appropriated by the Legislature, and shall be on order of the proper officers, paid out of any moneys in the Treasury not otherwise appropriated by law for the use and benefit of such institution.

Sec. 3. Whenever a third sum of \$5,000 shall have been donated to the State for the establishment of a third State Normal School, a like sum of \$5,000 shall be and hereby is appropriated by the Legislature, and on the order of the proper officers, shall be paid out of any moneys in the Treasury, not otherwise appropriated by law, for the use and benefit of such institution.

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<sup>1</sup> Senate Journal 1858, p. 605.

<sup>2</sup> Ibid p. 623. The affirmative votes were Messrs. Banfil, Bates, Cave, Chase, Cook, Day, Folsom, Hodges, Hudson, Hull, Jones, Lindsley, M'Kune, Mixer, Moreland, Murphy, Phelps, Smith, Thomas, and Watson.

<sup>3</sup> General Laws of Minnesota 1858, pp. 261-263.



**First Board of  
Directors to be  
appointed by  
governor —  
their  
successors.**

Sec. 4. The Governor, within thirty days after the passage of this act, shall appoint six electors, one from each Judicial district, who shall constitute the State Normal School Board of Instruction. Those appointed from the even Judicial districts shall hold their offices for the term of four years, and those appointed from the odd Judicial districts shall hold their office for the term of two years. The Legislature shall, during its session in 1860, elect three Normal Directors to fill the vacancies created by the expiration of the term of office of the three directors appointed from odd districts, and biennially thereafter, the Legislature shall elect three directors to fill the vacancies created by this act. The Legislature shall also fill from time to time all vacancies that may arise by death, resignation, removal from the State, or otherwise; PROVIDED, that the Normal Board shall have power to fill any vacancy occurring during the recess of the Legislature till its next meeting.

**Organization  
of the Board —  
its officers.**

Sec. 5. The Normal Board, at their first meeting, which shall be held at the capital of the State, shall severally take and subscribe an oath or affirmation to support the constitution of the United States and of the State of Minnesota, and faithfully to execute the trust and discharge the duties of their office. They shall elect one of their number president, who shall continue in office for two years and until his successor is chosen, and they shall appoint some suitable person as treasurer, who shall hold his office for one year, but may be removed at any time at the pleasure of the Board. The treasurer, before entering upon the duties of his office, shall give bonds in the penal sum of \$5,000, faithfully to execute the trust and discharge the duties of his office. The State Superintendent of Public Instruction shall be ex-officio a member of the Normal Board, and shall be secretary of the same.

**Division of  
the State  
into Normal  
Districts.**

Sec. 6. Immediately after the organization of the Board, they shall proceed to divide the State into three Normal Districts, uniting in the formation of the first, two contiguous Judicial districts, of the second, two, and of the third, two.

**Location of  
the schools.**

Sec. 7. The Normal Schools provided for in this act shall be located by the Normal Board, but only one shall be located in any one Normal District. In locating any one Normal School, the Board shall have due regard to healthfulness and beauty of situation, to accessibility and general convenience, to the wants of the common schools, and the wishes of donors who may make munificent donations, conditioned upon a particular location.



**Change of location — prohibition.**

Sec. 8. It shall not be within the province of the Legislature or of the Normal Board, to remove any State Normal School from its original location, during the period of ten years from its establishment, without the consent of the donor or donors, who made to the State the first donation of \$5,000 for the foundation of such school.

**Erection of buildings and procurement of teachers.**

Sec. 9. The Normal Board are authorized and empowered to contract for the erection of all buildings connected with the State Normal Schools, to appoint all professors or teachers in such institution, to prescribe the course of study and the prerequisites for admission, and in general to adopt all needful rules for the government of said schools.

**Prudential Committee — their duties.**

Sec. 10. The Normal Board are authorized annually to appoint for each Normal school a Prudential Committee, consisting of three persons, one of whom shall be a member of said Board. Said Prudential Committee shall have the general oversight and management of the prudential affairs of the several schools, subject to the order of the Board, to whom they shall each make a detailed report of their doings, and of the condition and wants of the particular institution committed to their care.

**Tuition to be free.**

Sec. 11. There shall be no charge for tuition to persons who may be admitted to the privileges of any State Normal School and who shall sacredly engage to become teachers of the public schools of the State for such times and on such conditions as shall be prescribed by the Normal Board.

**Annual report to Legislature.**

Sec. 12. The Board, through the State Superintendent, shall make an annual and detailed report of their doings to the Governor, who shall transmit the same to the Legislature. They shall also report respecting the condition, success, and progress of the several Normal Schools.

**Visitation of Schools**

Sec. 13. The Normal Directors in any Normal District, with the State Superintendent, shall be the special visitors of the Normal School in such district, and they, together, or by one or more of their number, or by some competent person or persons of their appointment, shall visit and examine such school at least two days each session, for ascertaining the mode of instruction and the progress of the pupils, and for promoting the best welfare of such institution and of the common schools of the State.

Sec. 14. This act shall take effect and be in force from and after its passage.

## DR. JOHN D. FORD, "THE FATHER OF THE MINNESOTA NORMAL SCHOOL SYSTEM."

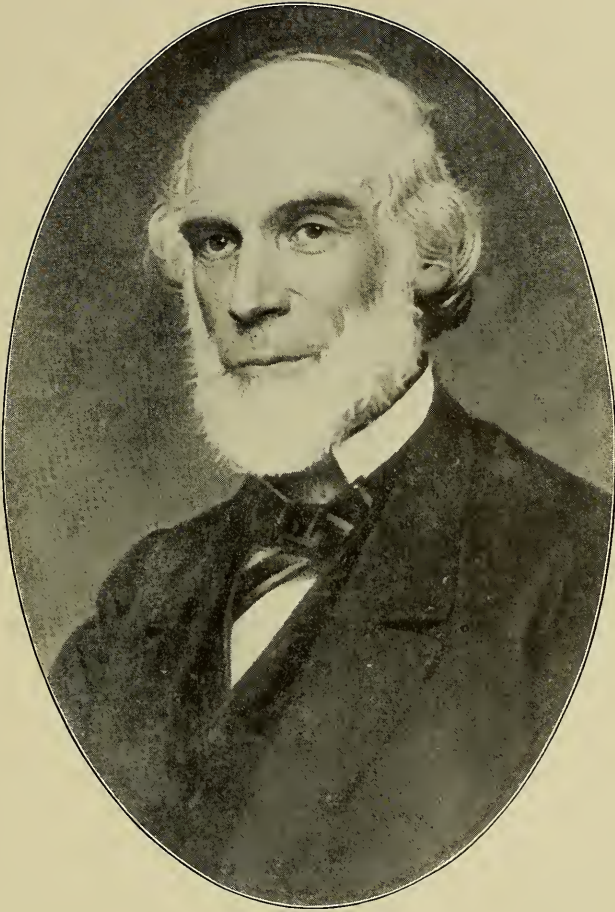
This legislation was suggested by Dr. John D. Ford of Winona, who may with propriety be called the father of the Normal School System of the State, and secured by his untiring efforts thru the legislative delegation from Winona County led by Hon. Daniel S. Norton, State Senator for Winona County. Dr. Ford, a physician from Connecticut, came to Winona in 1856. He was a man of broad culture and of more than ordinary intellectual endowments. As a citizen of the little western community where he had chosen his abode, he took a lively interest in all that tended toward the improvement and elevation, socially and morally, of the people with whom he had cast his lot. Such a man could not overlook or underrate the importance of efficient schools as a prime factor in the growth of society. It was, then, but natural that he early manifested his interest in the schools of the city and was chosen as a member of the school board and placed at its head. Winona was the first town in the state to organize graded schools. The change was commenced at the suggestion and accomplished under the direction of Dr. Ford.

President H. I. Parker of the Normal Board, in his report to the Governor of Minnesota, William R. Marshall, for the year 1866-7 said:

I do not feel that I can close this communication, already somewhat extended, without a tribute of respect to the memory of one who has for many years acted a distinguished part in the history of the Normal School of Minnesota. I refer to Dr. J. D. Ford, of Winona, the late President of this Board, who departed this life on Tuesday, October 29th, in the 52nd year of his age. Dr. Ford was among the first to propose the establishment of a Normal School system in this state, and it was largely through his personal influence and untiring labors, that the institution was finally established, and has reached its present permanent and flourishing condition.

In all its vicissitudes, when prejudice and opposition were arrayed the most strongly against it, he was ever the same steady and unflinching friend, and it is greatly due to his intelligent zeal and personal address that success has at last crowned the efforts to place it upon a lasting basis of pecuniary and popular support.

He resigned his position as a member and presiding officer of the Board on the 26th of June last, owing to the delicate state of his health and the consequent necessity of his retirement from the harrassing anxieties and cares of a public office.



JOHN D. FORD  
"Father of the Normal School System"  
Resident Director, 1859-67



The Board will long have reason to deplore his loss as a member, as one of its wisest counselors, and as a citizen who was unselfishly devoted to the promotion of the welfare and happiness of his fellow men. Death could not have claimed a nobler victim, nor created a void which will be more deeply felt. His memory will long be cherished as one of the state's best benefactors.

The bill for the Normal School, as it was drafted by Dr. Ford, provided for the location of the institution at Winona. But the bill was amended by providing for the location in the town that pledged the largest amount toward the purchase of a site and the erection of a building.

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### FIRST MEETING OF THE NORMAL BOARD

Lieutenant Governor William Holcombe of Stillwater gave the measure his earnest and cordial support, and became the first president of the State Normal Board of Directors. This Board, consisting of Lieutenant Governor Holcombe, Dr. A. E. Ames, Dr. E. Bray of Carver, and Dr. J. D. Ford of Winona, held its first meeting in the library of the Capitol at St. Paul, at twelve o'clock, on Tuesday, August 16, 1859.

The Board resolved, in accordance with the act already quoted, that the Judicial districts numbered 3 and 5 should constitute the First Normal District; numbers 1 and 2, the Second Normal District; and numbers 4 and 6, the Third Normal District: that the Secretary be required to correspond with the Secretaries of other State Normal Schools, and obtain, at as early a day as possible, the proceedings of said schools, their manner of teaching, rules and regulations, and plan of building: that a committee of three, consisting of the President of the Board, Messrs. J. W. Taylor, and Dr. E. Bray, be appointed to attend the next Legislature, to secure such legislative aid as might be necessary to establish successfully this State Normal School: and that the newspapers of the State, friendly to the cause of education, be respectfully requested to publish the proceedings of the State Normal Board.



### SUBSCRIPTION OF WINONA CITIZENS

After receiving and considering an application from the city of Winona, accompanied by a subscription of \$7,000 — \$2,000 in excess of the amount required by the act — the following resolution was offered by Dr. Ford, and passed unanimously:

RESOLVED: That the First State Normal School be located at Winona, provided the subscription from Winona of \$7,000 be satisfactorily secured to the uses of said school, as directed by the board of directors.

And thus was located at Winona the first State Normal School of Minnesota, and at that time the only state normal school west of the Mississippi.

Sylvester J. Smith, Dr. J. D. Ford, Rev. D. Burt, and William S. Drew, all citizens of Winona were appointed as the first prudential committee.

From the Winona Republican for August 17, 1859, we learn that this subscription was made in a few hours, "and," continued the Republican, "the amount will be materially increased at any time, if necessary, to secure the location at this point."

Below is given the subscription of the Winona citizens, the first of land, the second of money:

### LAND SUBSCRIPTION

Donated to the

#### STATE NORMAL SCHOOL AT WINONA

##### Farm Lands

Value	Description	Sec.	Town	Range	Acres
\$200	The W $\frac{1}{2}$ of the S W $\frac{1}{4}$ ..... from Norton & Mitchell	19	107	8	80
300	The W $\frac{1}{2}$ of the S E $\frac{1}{4}$ ..... from Taylor, Bennett & Co.	29	108	8	80
100	The S W $\frac{1}{4}$ of the S W $\frac{1}{4}$ ..... from Verazano Simpson	1	105	9	40
100	South 20 acres of Lot 1..... from John Keyes	31	107	6	20



## Lots in the City of Winona

Value	Description	Lot	Block	Addition
\$500	Orrin Smith & Co. ....	9	35	Original Plat
150	Thomas Wilson..... $\frac{1}{2}$	5	43	" "
150	J. C. and W. H. Laird.....	5	25	Laird's
250	W. H. Stevens.....	6, 7	29	"
250	Timothy Kirk.....	20 feet	1	Original Plat
600	W. S. & M. K. Drew.....	9, 10	11	Norton's
		3, 7	12	
		4, 7	14	
		E $\frac{2}{3}$ of 8, 9	18	
200	A. W. Webster and Z. H. Lake.....	1	4	Hamilton's
500	Thomas Simpson.....	2, 3	44	"
		2, 3, 6, 7, 10, 11	3	Taylor's
600	H. D. Huff. ....	7, 8, 9, 10, 11, 12	Unnumb'd	Hamilton's
100	Abram Trier.....	3	30	"
50	James S. Campbell.....	9	12	Taylor's
50	Heliodore J. Hilbert.....	7, 8	5	Hilbert's
50	H. D. Morse.....	11	32	Rochester

## MONEY DONATIONS

Names	Amount of shares (\$50 each)	Names	Amount of shares
Drew & Brother.....	12 Paid	O. M. Farrington.....	1 Paid
Abram Trier.....	2 "	Thos. Simpson.....	10 "
R. H. Bingham.....	1 "	Orrin Smith & Co.....	10 "
W. Newman.....	2 "	N. C. Gault.....	1 "
Wm. Richardson.....	1 "	Timothy Kirk.....	5 "
H. J. & N. F. Hilbert....	1 $\frac{1}{2}$	C. H. Berry.....	10
F. E. Whitten.....	1	H. C. Bolcombe.....	1
Wm. Fry.....	1 Paid	Wm. H. Stevens.....	5 Paid
John Ball.....	1	S. Melvin .....	1 "
John C. Laird.....	1 Paid	Curtis & Miller.....	1 "
Wm. H. Laird.....	1 "	R. D. Cone.....	1 "
Taylor, Bennett & Co....	5 "	George Warren.....	1 "
St. A. D. Balcombe.....	1 "	S. R. Russell.....	1
Benson & Upman.....	1 "	Webster & Lake.....	4 Paid
H. D. Huff.....	12 "	Geo. W. Poigen.....	1 "

## MONEY DONATIONS—Continued

Names	Amount of Shares (\$50 each)	Names	Amount or Shares
John T. Haltzman.....	1 “	Youmans Bros.....	2 “
Wm. H. Yale.....	1 “	H. D. Morse.....	1 “
M. A. Bennett.....	1 “	James Billings.....	1 “
L. C. Porter.....	1 “	Thomas Wilson.....	3 “
L. D. Smith.....	5	C. N. Waterman.....	1
Daniel Evans.....	1	Norton & Mitchel.....	4 Paid
John Keyes.....	2 Paid	James S. Campbell.....	1 “
Sam. Cole.....	1 “	E. S. Smith.....	4
Jacob Story.....	1	G. W. Jacoby.....	2 Paid
D. Upman.....	2	Willard Doolittle.....	2
Wm. Windom.....	2 Paid	M. W. Sargent.....	1 Paid
Abner Lewis.....	1 “	E. G. Young.....	1
C. F. Buck.....	2 “	G. W. Horton.....	1
Jackson Bros.....	1 “	Maller & Vangorder....	1 Paid
A. F. Hodgins.....	1 “	V. Simpson.....	1 “
Otis Hamilton.....	1	J. M. Baker.....	1
Wm. Garlock.....	1 Paid	W. G. McCutchen.....	1 Paid

## EARLY ATTITUDE OF WINONA TOWARD EDUCATION

That the city of Winona was early in favor of higher education is seen from the fact that there was a movement on foot as early as the beginning of the year 1856 for the founding of a university at that place.

The Winona Argus opposed the establishment of such an institution because it claimed this university threatened to be an Abolition institution. The Argus did not think an institution should be established which would “teach that the national constitution originated in sin.”

The editor of the Winona Republican, tho he did not think Winona ready for a college or university, did think that within a year the citizens would “loudly demand facilities for dissemination of knowledge which we at present sadly lack.” He thought it

would be well to obtain the charter and the grant of lands for this university, which would thereafter "ensure the success of such an enterprise, before land attains its maximum price and all desirable spots are settled up and beyond our reach."

The value of a normal school system is recognized in the following words by the Winona Daily Review for November 23, 1859:

The Normal system of education, which has received but comparatively little aid or encouragement from the Government, lies at the foundation of all the others; and to be rendered useful to its greatest and most profitable degree, should be the first to be established and put into practice, and thus pave the way both for a flourishing common school system and for the more advanced collegiate course.

The friends of education throughout the State entertain this view with regard to the system of Normal Schools; and many of them, we are happy to learn, are active in their endeavors to aid in the establishing of the First Normal School in Winona.

42000

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## SECOND MEETING OF THE NORMAL BOARD

The second meeting of the Board was held at Winona, November 9, 1859, at which meeting block 17, Sanborn's addition, was, after considerable deliberation, selected as a suitable site for the proposed school, the Board preferring a central location in order that a model department might be maintained in connection with the normal school, tho, as will be seen later, this site was given up for one more suitable. At this meeting the Board resolved "that the First State Normal School be opened for the reception of pupils at the earliest period practicable" and the Secretary of the Board was directed to procure a principal for the school and plans and specifications for the Normal School building.

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## REGULATIONS CONCERNING ADMISSION OF STUDENTS

That there was a great demand for such an institution in this new state is seen by the regulations concerning admission of candidates. The Board decided that candidates for admission should be apportioned thruout the state as follows:

Two candidates shall be admitted for each senator in the State Senate, as now districted. Where two counties compose a senatorial district each county shall have equal opportunity, if both claim the privilege. Where three or more counties compose a senatorial district the applicants from each county shall have preference in the order of application. If any applicant shall be rejected upon subsequent examination, the next applicant in point of time from the same district shall be in order for admission. All candidates shall have preference in the order of application. Candidates from districts entitled to admission must apply two weeks before the term commences. Other applicants not entitled to admission by appointment shall be next in order. All applications must be made to the principal, either by mail or in person.

That this institution was to be a school for teachers is equally evident from the further regulation of the Board:

That any candidate having signified his or her intention in writing to teach for a term of at least two years in the common schools of Minnesota, and having presented satisfactory testimonials of good moral character and natural adaptation for the office of teacher, shall, upon a satisfactory examination by the principal and prudential committee of said school, be admitted to all the privileges of the State Normal School, according to the rules of appointment in the previous resolution; provided, that such applicant be at least sixteen years of age, and of sound physical health<sup>1</sup>; and provided further, that if fifty candidates do not apply who will pledge themselves to teach in the State the required term, then the number of fifty may be filled by students without such pledge, upon payment of tuition.

Thus a pledge to teach in the schools of the state was adopted early in the history of the normal schools and is still required of every student to whom free tuition is granted. The discharge of this pledge rests upon the honor of the student. The failures to discharge this obligation are very few; not more than two per cent of the entire number. Students who have found it inconvenient to teach have generally secured an honorable release from the obligation by payment of full tuition for the time of attendance at rates fixed for non-professional students. The following is the form of pledge now used. It will be noticed that a slight modification of age requirements has been made.

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<sup>1</sup> It is interesting to observe in passing that the statement of the Board that students should be "of sound physical health," was almost exactly fifty years later made effective thru the requirement of medical examination and supervision of all students.

### STUDENT'S PLEDGE

I, being over fifteen years of age, do solemnly declare that I will faithfully attend this Normal School for one term or more, for the purpose of fitting myself for the work of teaching, and that, thereupon, I will, to the best of my judgment and ability, teach in the Common, Graded, or Normal Schools of this State for a period of two years, immediately after ceasing to be a student of this school. And I further agree to make a report semi-annually to the President of this school, until the above pledge shall have been fulfilled, stating in such report when, where, and how long I have taught. Sickness or unavoidable cause only excusing me from the strict performance of this obligation.

That the institution was to maintain a high standard from the first is seen in the third regulation of the Board concerning admission:

"That candidates for admission must sustain a good examination in reading, writing, spelling, and geography, with arithmetic through interest, and so much of English grammar as to be able to parse any ordinary sentence in prose."

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### EARLY ENTRANCE EXAMINATION QUESTIONS

The examination questions asked the first candidates for admission are given in full in the appendix.

Principal Phelps, pleading in one of his reports for higher standards, submitted the following amusing list of examination questions and answers which were asked applicants for admission in 1865.

#### GEOGRAPHY

1st Question. How do we know the earth is round?

1st Answer. Because it has been traversed over, examined and found to be certainly the case.

2nd Answer. The earth at a distance looks round, also the representation of the globe is round.

To this question there were sixteen correct answers, twenty-seven imperfect, and twelve total failures.

2nd Question. What is Longitude?

1st Answer. The direction east or west from the equator.



2nd Answer. Longitude is the distance reckoned north and south from the equator.

3rd Answer. Longitude is lines drawn north and south terminating at the poles.

Ten perfect answers, eight imperfect, six gave no reply.

3rd Question. Why are the tropics located twenty-three and a half degrees north and south of the equator?

1st Answer. Because it is so warm at the equator.

2nd Answer. Because the sun can only shine on half the globe at the same time.

3rd Answer. Because that is the proper division between the temperate and torrid zones.

Three perfect, three imperfect, and seventeen could not answer.

4th Question. How many and what motions has the earth?

1st Answer. Four. North, south, east, and west.

2nd Answer. Five. Europe, Asia, Africa, North America and South America.

3rd Answer. It has one, and that is: moving around in a circle.

4th Answer. It has two motions, one to cause the heat and one the cold.

5th Question. Describe the location of Winona accurately.

1st Answer. It is on the west side of the Mississippi River.

2nd Answer. It is situated on the east bank of the Mississippi.

3rd Answer. The Longitude of Winona is 44 degrees latitude fifteen degrees, nearly on the west side of the Mississippi.

## ARITHMETIC

1st Question. What is number?

1st Answer. A collection of units.

2nd Answer. A figure or collection of figures to denote quantity.

3rd Answer. A number signifies how many of a series.

2nd Question. What is a prime number?

1st Answer. It is a number that can be divided one or two times without a remainder.

2nd Answer. A whole number.

3rd Answer. A number which multiplied with a certain number, will produce a given number.

Five correct replies, fourteen incorrect, five total failures.

3rd Question. What is the square root of a number?

1st Answer. The square root of a number is a number multiplied by itself three times.

2nd Answer. A number multiplied by itself.

Seven perfect, one imperfect, fifteen "cannot answer."

4th Question. What is a fraction?

1st Answer. A whole number where only some of the parts are taken.



2nd Answer. It is one number divided by another.

3rd Answer. An unequal part of a number.

4th Answer. A part of a number.

Eight perfect, ten imperfect, six total failures.

### GRAMMAR

1st Question. Define a noun and tell its properties.

1st Answer. The properties are to name or to denominate.

2nd Answer. The properties of a noun are proper and common.

2nd Question. Give the past tense of the verb "to be" in two numbers and three persons.

1st Answer. I was, Thou art, He is.

2nd Answer. I was, They were.

To this question there were four correct answers, two incorrect, and eight replied "Cannot answer."

3rd Question. Decline I and you.

1st Answer. 1 person Who, 2 person Whome, 3 Whomesovr. 1 person I, 2 person You, 3 he or she, he, his, him.

2nd answer. I am, Thou art, he is, we are, They are, You are.

3rd Answer. first person you, second person your, third person my.

To this question two correct answers, six incorrect, eight "cannot answer."

4th Question. Write a sentence that shall contain three nouns in three cases.

To this question there were four correct replies and ten failures.

5th Question. Correct the following: "he sez how the Misisippa and Ohio floes south.

To this four-sevenths failed to give correct answers.

In his report for the following year Principal Phelps stated that in one instance a candidate had traveled nearly three hundred miles, at considerable expense, who could not go half thru the multiplication table, altho eighteen years of age.

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### CHARACTER OF FIRST NORMAL BOARD

That there had been no mistake made in the choice of the First Normal Board is seen from the following significant paragraphs taken from its first report:

The State authorities should promptly cooperate in this attempt to put into successful operation a complete system of popular education — the substratum being the Normal Schools, upon which the whole fabric shall rest as a basis. Nor is this all. A State like this should aim at a more exalted and noble end than simply to furnish the means for the education of the child of six, it is equally her duty to provide for his education at sixteen, and so on — the only limits being the ability of the State to furnish the means and the capacity of the child to be benefited thereby. This duty she owes

to herself as well as her children, for she, as well as they, is to be benefited thereby. For what other ends are States organized and governments established? Is it that material wealth may be accommodated? Is it, that they may become irresistible in war, or that they may enter upon a career of luxury to end in effeminacy and ruin? Intelligence is an important auxiliary to public virtue, and all experience shows that the best educated communities are those best qualified to have control of their own affairs. Viewed thus in its widest sense education should be, not only **one** of the leading interests of every government, but it should be an ultimate end of state existence — the fact is, the development and protection of man is the end of a wise government, and all other things are means in the hands of the State for subserving this end. The State then has only to begin her great work when she has provided a system of common schools for the primary education of all her children. This work should be done in its broadest and most comprehensive sense. The day is not far distant, when those who now contend that the state owes her first duty to her common schools, will as zealously advocate any reasonable extension of her educational provisions.

In the correspondence held with the Normal Schools of our sister States, we find the conclusion to be irresistible, that the **art of teaching** ought to be reduced to a profession, this being the object of the Normal School. It is to the common school what the military and naval academies are to the army and navy. The same necessity that demands of the government the establishment of such institutions, requires the State to maintain and support the Normal Schools; and that necessity is the principle of self-preservation, as the general government must have officers skilled in all the applications and arts of war, to command her armies in times of danger in order to maintain her rights against her foes, so the State must have skilled and experienced teachers to elevate and maintain the standard of the general intelligence, upon which alone rests the prosperity and perpetuity of our republican institutions. Indeed, the necessity is far more urgent in the latter than in the former case; for an educated people might defend themselves against their foes without any of the special training afforded the present commanders of our present armies and navies. While it may well be doubted whether some more efficient means for the education of our common school teachers, than has been afforded in this country outside of the Normal Schools, is not vital to the existence of our government itself.

To the credit of this normal board and its able secretary, Dr. Ford, it may be said that the first state tax for school purposes was authorized and levied upon their urgent recommendation.

**ADDRESS OF LIEUTENANT GOVERNOR HOLCOMBE**

On the evening of November 9th, 1859, Lieutenant Governor Holcombe, president of the Board, delivered in the Baptist Church of Winona an address on the subject, "Education with reference to the establishment of the First Normal School of Minnesota." This address, which appears in full in the appendix, was one of great merit. It is said to have made a deep impression upon the young community, and doubtless did much to elevate, if not to create, that sentiment of earnest support of educational interests which has marked the history of Winona.

Mr. Holcombe had evidently expended much time and labor studying his subject and preparing his address. He entered into a history of the origin and design of Normal Schools, and clearly showed the great good which they have accomplished in the cause of education in Europe and this country. He contended that the people of Minnesota owed it to themselves, to their children, and to the best interests of the State, to set up a high standard of education in the common schools, so liberally provided for in the organization of the state government, and maintained that this could, in no way, be done so well as by the establishment and proper maintenance of one or more good Normal Schools in Minnesota. Mr. Holcombe highly commended the location of the school at Winona as being easy of access to all portions of the state, and he hoped that the energy and liberality which had secured that location would not be permitted to lag until the institution should be placed upon an enduring foundation. The address was lengthy and was replete with information and encouragement for the furtherance of the design which formed the topic of his discourse. In the closing paragraph of this admirable address Mr. Holcombe referred to the subscriptions already given as follows:

I have in my hand a paper which contains the origin, the source, and the earnest of the first Normal School of Minnesota. It had its origin here in this city, and the names written on that paper are as pictures of gold, and should be handed down to future generations as evidence of their wisdom and benevolence. This paper subscribes about \$7,000 to the establishment of the Normal School here, the most of which, over \$5,000 has been secured promptly to the State for that object. The duty I have discharged is every way an agreeable one, no circumstances could have occurred with respect to the interests of the State to afford me higher gratification than to meet you here on such an occasion as this. The city of Winona has distinguished

herself in taking the lead in establishing for the benefit of the rising generation of this State for all who shall yet call the state their home. I think the Normal Schools should precede the common schools of the country, for then we would have trained teachers to conduct them. When this school shall be in operation it may be regarded as an auspicious era, whence to date in future the origin of many blessings, and the commencement of a perpetual course of improvement and prosperity to the people at large.

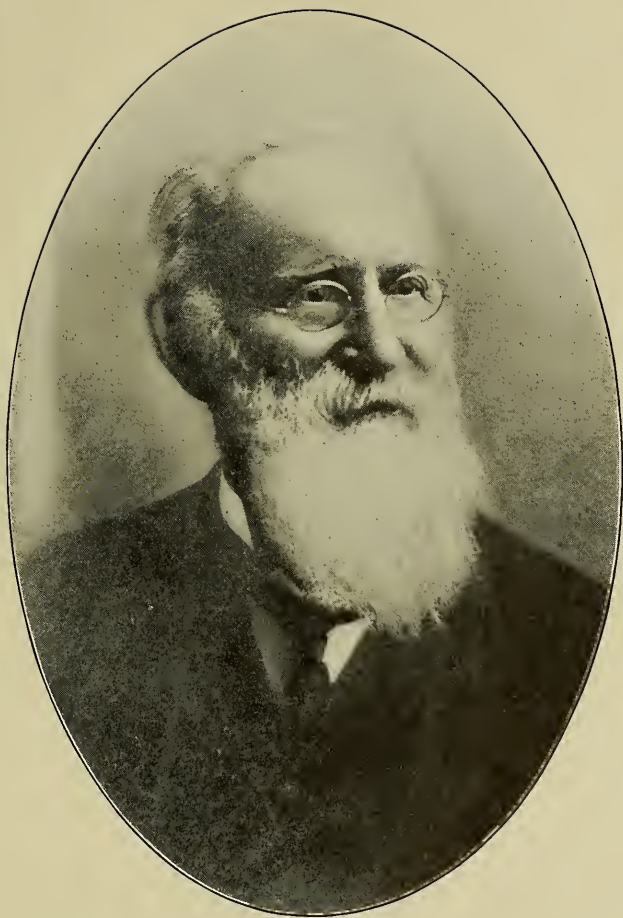
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### JOHN OGDEN, FIRST PRINCIPAL

On the sixth of the following June, the Board met again in Winona and, among other things, resolved "That Professor John Ogden be engaged as Principal of the State Normal School at Winona, the ensuing year, and that his salary be \$1400 per annum, to be paid quarterly in State Warrants out of or from the balance now placed to the credit of the State Normal School Board upon the books of the State Auditor." William Stearns, a graduate of Harvard University, was chosen tutor.

The Board also decided that "the Principal be requested to visit all important localities and present the necessity of Normal Schools to the permanent prosperity of the state, and the desirableness of citizens demanding competent teachers for their children; and that the State Superintendent of Public Instruction be requested to co-operate to the fullest extent, consistent with the discharge of other duties." "The months of July and August were employed by the Principal, by direction of the Board, in visiting as many important localities as possible in the state, and presenting the necessity of Normal Schools to the permanent prosperity of the state and the desirableness of the citizens demanding competent teachers for their children. The school was opened for the admission of pupils on the first Monday of last September. A teachers' institute, the first ever held in this state, was made the commencement of the term. A goodly number of teachers from various parts of the state were present, and a number of distinguished gentlemen, including the Rev. F. D. Neill, Chancellor of the University, ex-officio Superintendent of Public Instruction in Minnesota, Ex-Lieut. Gov. Holcombe, J. W. Taylor, Esq., Rev. Mr. Strong, and many others. A large number of letters were received and read from the Principals of other Normal Schools and other noted educators throughout the country."





JOHN OGDEN  
Principal, 1860-61





### THE FIRST TEACHERS' INSTITUTE

The "Opening Address" of the Institute above referred to, by Chancellor Neill of the State University was delivered at the Baptist Church, before a large audience. This address set forth the benefits of educational institutions conducted under the patronage of the State, particularly as these benefits manifest themselves in the creation of a national sentiment among widely diverse and incongruous elements of a society having its origin in all parts of the globe. It also contained an animated appeal to the citizens of Winona to sustain the State Normal School at no matter what expense of time, patience, and means, without which essentials no educational institution ever yet flourished. The closing paragraph of Mr. Neill's address is here given:

Twelve years ago the Winnebago nation, by a treaty stipulation abandoned their old homes in Iowa and commenced their long weary march to their new home near Sauk Rapids, in the northern part of this state. In the charming month of June, by mutual agreement, parties by land and water to the number of 2,000 arrived on this prairie. As they viewed the vast Amphitheatre of lofty bluffs, the narrow lake on one side, the great river in front, they felt that it was the spot above all others for an Indian's lodge, and purchasing the privilege of Wabasha, the chief of the Dakota band that then lived here, they drew themselves up in battle array, and signified to the United States troops that they would die before they would leave.

Twelve years hence, if the citizens who have taken the place of the rude aborigines will be large-hearted and foster the normal school, the public schools, and the churches of Christ, Winona will be lovelier than the "Sweet Auburn" of the poet; and educated men and cultivated women, as they gaze on your public edifices and other evidences of refinement, will be attracted, and feel that here is the spot for a home, and, like the Indians in 1848, they will desire to tarry until they die.

Among others, Principal Ogden occupied the attention of the Institute, touching, in a general manner, the design of the Normal School and the object of education. He showed that the object of education is not merely the acquisition of knowledge, "but the development of the whole character of the individual, physically, educationally, morally, and religiously." He spoke of the relations of such a school to the wants of the rising generation; of the sufficiency of the educational supply to meet that want, if the mode of applying it were perfectly understood. The Normal School proposed to teach the method of applying the supply to the demand. He emphasized the importance of raising the teachers' calling to

the rank of a profession. Education had not yet received its proper attention. While the learned professions had received the highest degree of systematic development, the vocation of the teacher, the basis of all professions, had dropped into the rear rank of the professional movement of the age. But while he would raise the teachers' vocation to the rank of a distinct profession, he urged that the man should not be entirely merged in the teacher. It was too often the case that the individual was lost sight of in the profession. He urged the necessity of general development. There was a peculiar analogy between the physical, intellectual and moral organizations. We nourish and exercise our physical powers and they grow — we feed and exercise our mental faculties and they grow — we cherish and exercise the natural promptings of the heart and it grows. Mr. Ogden directed the attention of the Institute to the nature of language and the method of teaching grammar to children. This called out the inquiry whether the analytic or synthetic method should be used in instructing children. He conducted a drill in grammar which, says the Winona Republican, "was highly instructive and interesting, and elicited a good many hints in regard to teaching grammar." "But these exercises," continues the Republican, "should have been witnessed to be properly appreciated."

Mr. Burt of the Prudential Committee observed that the Normal School would remove the necessity of a Teachers' Institute, as it was a thoro and systematic course of drill for the same object for which that was established.

The persons who enrolled their names as members of this Institute are given in the appendix. A canvass of the members showed 17 names from New England, 18 from New York, 2 from Pennsylvania, 2 from Ohio, and 1 each from New Jersey and Wisconsin, and 2 from Illinois.

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### OPENING OF THE INSTITUTION

The institution was opened on Monday, September 3rd, 1860, under the charge of Principal Ogden, with the following order of exercises:

Nine o'clock, a. m. — Examination of candidates at the school-house. "All are expected to be present at the hour. Examination will be private."

Monday evening, half past seven. — Opening address at the Baptist Church, by Rev. E. D. Neill, State Superintendent of Public Instruction. (This address has just been referred to.)

Tuesday — "Will be devoted to the exercises of a Teachers' Institute. Teachers and friends of education from all parts of the State are earnestly requested to be present and participate in the exercises."

Tuesday Evening. — Address by Chancellor Barnard of the Wisconsin State University.

Wednesday Forenoon. — Lectures and addresses before the Insitute.

Wednesday Afternoon. — Reading of letters and other communications from educational men.

Wednesday Evening. — Inaugural Address by the Principal.

Thursday Forenoon, nine o'clock.—A permanent organization of the Normal School.

"The governor and other state officers are expected to be present during the exercises of the week."

"Arrangements will be made for the gratuitous entertainment of all who may attend during the first week."

There were twenty candidates for admission in attendance at the opening and the day was spent in their examination by the Principal.

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### INAUGURAL ADDRESS OF JOHN OGDEN

The inaugural address of Mr. Ogden was delivered at the Baptist Church to a large audience of citizens and students. Dr. Ford invited Lieutenant Governor Holcombe of Stillwater to preside and in so doing, happily alluded to the active efforts of that gentleman in behalf of the Normal School enterprise and the warm interest which he had manifested in its success from the very inception up to that auspicious moment.

Letters were then read from Rev. E. D. Neill and Gov. Ramsey, at the close of which Mr. Ogden delivered his inaugural address. To this address it is not within our power to do adequate justice by any passing allusions; to give extracts from it, would but mar its effect. We give it complete in the appendix. It was high-toned, chaste, well-conceived, and well arranged, doing much credit

alike to the head and the heart of its author. Of its general scope we can but remark that it embraced an appropriate reference to the subject of devoting state aid to the necessary work of thoroly preparing teachers for educating the youth; an address of thanks to the Board of Trustees; and a comprehensive argument on the theory and practice of teaching.

The following extract from the closing paragraphs of Principal Ogden's inaugural address embodies the ideal which guided the administration of the school at the outset:

It shall be the leading object of the Normal School, so to distribute its labors and other exercises, that all the faculties of the pupil, physical, intellectual, moral, and spiritual, shall be addressed in due proportion, at the proper time, and in the proper manner; and so to develop, strengthen, elevate, and purify these powers, in the student; and so to train him in the educational processes, that he may readily apply them to the education of the children and youth committed to his care. More pains shall be taken to make teachers than mere scholars; well knowing this to be the point upon which Normal Schools fail more frequently than upon any other. Here, then, fellow teachers and friends, in this brief outline, behold my ideal of a school. Behold my type of a National Education. Behold what your schools ought to be, and every school must be, if we ever expect to meet a tithe of that weighty obligation resting upon us, the public servants of this great and growing Commonwealth.

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### FIRST BUILDING FURNISHED BY WINONA

The donation to the board of the use of a city building was another evidence of the friendliness of the citizens of Winona to this struggling institution. The use of a building was continued for eight years without charge to the state. A sketch from the original minutes<sup>1</sup> of the Normal Board of interest in this connection is here given:

"The city of Winona, for the purpose of accommodating the school, erected a hall in a central and convenient part of the city, containing one large school room, one recitation room, a library room, and a suitable cloak room, and offered the same, without charge, to the Prudential Committee, until more permanent arrangements could be effected. This liberal offer has been accepted. Although the present number of pupils, and even more, may well be accom-

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1. Page 14.





ORIGINAL CITY BUILDING, OCCUPIED 1860-69



FIRST STATE BUILDING, OCCUPIED 1869



modated, from indications in all parts of the State, these rooms will soon be too crowded, and the necessities of the school will demand a suitable and permanent Normal Building."

The \$7,000 subscribed by the citizens of Winona was not used for running expenses, but was reserved for the construction of the permanent building in 1867-8, at which time the subscription with its appreciated values amounted to about \$10,000.

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### THE FIRST "COMMENCEMENT"

The first year was one of great promise thruout. Altho there was no graduating class, exercises were held at the Baptist Church, the last week in June, 1861, continuing the entire week, closing with a strawberry festival for the benefit of the school<sup>1</sup>. Among the visitors present were Messrs. Hickok, Ex-Superintendent of Public Instruction in the state of Pennsylvania, Allen, secretary of the Board of Normal Regents of Wisconsin, C. C. Andrews of St. Cloud, and Lieutenant Governor Ignatius Donnelly and Dr. Reid of St. Paul. Messrs. Hickok, Donnelly, and Andrews delivered addresses. The subject of Mr. Hickok's address was "Education in Minnesota and Pennsylvania." The Board of Examiners consisted of Messrs. Markham of St. Paul, Stone of Minneapolis, and Williams of Wasioja<sup>2</sup>.

Over the wide platform of the Baptist Church, stretching from wall to wall, two American flags were hung, on one the word "God," on the other "Liberty." Above these, in letters of "living green," was the motto, "The Education of the people, the strength of the Republic." Beneath them hung the portrait of Washington. Over the doorway hung the portrait of Lincoln. Concerning this picture the Winona Daily Republican for June 27, 1861, observed:

"He looks a little lean and lank; but still the Old Abe of antiseccesh notoriety, we thought he was pleased with what he saw before him, and that he occasionally nodded at Washington and nudged Webster, whose picture is near by, as much as to say, 'Good for Minnesota.'"

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1. See Winona Daily Republican, June 24, 1861.  
2. Ibid, June 25, 1861.

High on the gallery wall was a circle of green inclosing the words, "The true Emblem of Education." Another important picture in the room was the representation of the first prayer in Congress. Fortunately the details of the first commencement in the First Minnesota State Normal School were carefully recorded by the Winona Daily Republican<sup>1</sup> and are here given:

The closing exercises of the Normal School, on Friday last, was the great day of the feast. A three days' examination in the studies pursued during the year was the fatiguing introduction to the brilliant display of Friday afternoon and evening. Classes had been examined in arithmetic, geography, grammar, algebra, geometry, natural philosophy, Latin and botany; indeed in almost the entire range of science and literature. The peculiar and most interesting feature, however, was the teachers' class. As we looked and listened we could not but think, that, if the good people of the State could be present with us, and see and hear what we heard and saw, they would learn how much better qualified young men and women are to teach the youth of the land after a course such as can be obtained here. The drill is perfect. We predict for those who have gone out to undertake that which is to be the work of their lives, a success which will be both acknowledged and felt.

The great object of the Normal School is the preparation of teachers. It was for this purpose that the institution was established, and the close of the first year of its existence proves that its mission has not been forgotten. Nor will it ever be. That which was but lately an idea is now a fixed fact. The State Normal School will live, and in the coming years thousands of bright-eyed boys and rosy-cheeked girls, as they sit in comfortable school rooms, and drink in lessons of wisdom and truth, from the well-trained instructors, will call the originators and supporters of this enterprise, blessed.

Friday, we said, was the feast day. Early in the afternoon, fathers, mothers, sisters, friends, and people generally, wended their way to the Baptist church to witness the literary performance of the students, and to listen to the strains of sweet music which all knew were in store for them. It was a pleasing spectacle! We never saw a more attentive audience; all were interested and all pleased. Patriotism was abundant and of the genuine stamp. It was but the outburst of that which has been burning within their hearts, ever since the Stars and Stripes fell from the flag staff of Sumter. The young men of the Normal School are loyal and full of fight; they will stand by the right and battle for their country through storm and sunshine.

They will teach our children not only knowledge, but patriotism. Long may they wave.

The ladies, too, acquitted themselves with honor and we feel proud to think that these were to go out as representatives of Minnesota culture and thought. Their essays were attractive, both in shape and matter; and while womanly, were noble. Their articulation was distinct and full, yet having that subdued melody which tells of the gentle and quiet spirit.

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1. See issue for July 2, 1861.



We forbear any further comments. It is only allowed us to allude to the presentation to Prof. Ogden, the Principal of the school, of a magnificently bound copy of the Holy Scriptures. The remarks, by one of the young ladies of the school, on the occasion, were peculiarly touching, and the reply of Prof. Ogden brought tears to eyes unused to weep. As Mr. Hickok of Pennsylvania observed, so do we: "The pupils of the School have much to answer for; they made us cry.

In the evening, Hon. C. C. Andrews and Lieut. Gov. Donnelly delivered able lectures: — after which a social reunion was had at the home of the Principal, and the first commencement of the Normal School was ended.

We print herewith the programme of exercises on Friday afternoon, to which allusion has been made above:

Music.

Prayer.

Music.

Salutatory: R. C. Olin, Northfield<sup>1</sup>

Diversion: A. A. Bates, Northfield.

Popular Education: D. D. Kimball, Winona.

Music: Our Country: Anna M. White, Plainview.

A Scripture Proverb: Mary E. Hoffman, Minneapolis.

Douglas: G. R. Tucker, Winona<sup>2</sup>

Events of the Century: G. G. Gray, Warren<sup>3</sup>.

Debate: "Is it right to use force to extend civilization?"

Affirmative: A. W. Williamson, Pajutazee

Negative: H. P. Hubbell, Winona<sup>4</sup>

American Oratory, P. G. Hubbell, Winona<sup>5</sup>

Colloquy: Etta R. Howe, Winona<sup>6</sup>

Lottie I. Denman, Winona<sup>7</sup>

Bessie M. Thorne, Winona<sup>8</sup>

Music

Flowers, an Allegory: Nellie M. Temple, New Boston<sup>9</sup>

<sup>1</sup> For some time a prominent physician in Detroit, Michigan.

<sup>2</sup> Newspaper editor and later law reporter in Chicago; present address 2035 W. Harrison St., Chicago, Ill. In a letter under date of April 18, 1910, he says, "I hope again to become a resident of what I have always considered one of the most beautiful places in the country and where I spent many of the happiest years of my life, Winona, Minnesota."

<sup>3</sup> Enlisted with Mr. Ogden in a Wisconsin regiment; killed in the war.  
<sup>4</sup> Died January 25, 1899. Mrs. Hubbell now lives in Winona. She states that Mr. Hubbell's opinion on the question debated never changed.

<sup>5</sup> At present editor of the Tacoma Daily News, Washington. He was "a joy to the community (Winona) because of his overflowing wit and humor."

<sup>6</sup> Mrs. E. R. Hart, 40 N. Union St., Grand Rapids, Michigan.

<sup>7</sup> In 1866, married Dr. Abraham W. Lozier; 1867 graduated from New York Medical College and Hospital for Women. In 1868 was called to chair of physiology and hygiene in that institution, which she occupied until her death. Died in New York City, Jan. 3, 1870, at the age of 26. See a volume "In Memoriam" published in New York, which contains addresses by Rev. Cyrus D. Foss of Trinity M. E. Church, New York; R. W. Frank Russell of Park Congregational Church, Brooklyn; Miss Alida C. Avery, M. D., delivered at Vassar College, and by Mrs. Celia Burleigh of Brooklyn, besides many extracts from the press and resolutions by the college with which she was connected. ||

<sup>8</sup> Mrs. William Donaldson of White Bear, Minn.

<sup>9</sup> Married Dr. Smith; now living at Santa Rosa, California.



Death before Life: Gussie A. Brewster, Stillwater<sup>1</sup>  
 Necessities: S. T. Robinson, Winona  
 Ellsworth: G. W. Knox, Winona  
 Music: A Family in Heaven: Mary E. Winter, Winona<sup>2</sup>  
 Memories of Western Life: M. Louise Worthington, Winona<sup>3</sup>  
 Valedictory, Joseph D. Ford, Winona<sup>4</sup>  
 Music  
 Benediction.

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## ONE BOARD OF EDUCATION FOR NORMAL AND CITY SCHOOLS

At the session of the Legislature in 1861, a special act was passed creating the first Board of Education of Winona. This Board was to consist of one school director elected from each of the three wards, the principal and such members of the Normal Board at Winona as shall be residents of said city and qualified.

The idea was to copy somewhat after the Oswego plan of uniting the jurisdiction of the normal and public schools of Winona, using the public schools as graded and model schools. At the municipal election held in April, 1861, Messrs. Thomas Simpson, Richard Jackson, and John Keyes were elected members of the board of education, from the first, second, and third wards respectively; and these, with Mr. Ogden as principal of the State Normal, constituted the first city board of education. Mr. Simpson was elected president, Mr. Keyes, recorder, and Mr. Ogden, first superintendent of schools in the city of Winona. In the following year this law was repealed and the joint jurisdiction ceased.

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## FIRST ANNUAL CIRCULAR OF PRUDENTIAL COMMITTEE

The Prudential Committee of the Normal School issued their first annual circular in the Winona Daily Republican for August 1st, 1861, announcing the opening of the second year of the institution and giving other useful information to those desiring to attend. The following is an extract from this circular:

The first year of this Institution closed on the 28th of June. Encouraged by the decided success, so fully conceded by the Board of Examiners and others competent to judge, the State Normal Board of Instruction have directed the undersigned to announce that the second school year will com-

<sup>1</sup> Mrs. John Ogden: See biographical sketch of Mr. Ogden.

<sup>2</sup> Mrs. Charles F. Andrews; now deceased. Mr. Andrews now lives in Chattanooga, Tenn.

<sup>3</sup> Mrs. P. G. Hubbell of Tacoma, Washington.

<sup>4</sup> Was until his death a very prominent attorney in Toledo, Ohio.

mence on Monday, September 2, 1861. The Board have made arrangements for an efficient corps of instructors who deservedly rank among the first educators of the day and every effort consistent with the means placed at their disposal will be made to provide trained teachers for our common schools, who will compare favorably with those of any other State. Already about twenty pupils, who have enjoyed the privileges of this Institution are engaged in teaching.

J. F. BUCK,  
R. CLAPPERTON,  
Superintendent.

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### OPENING OF SECOND YEAR OF SCHOOL

The Normal School opened in the fall of 1861 with an increase of students. Mr. J. G. McMynn had been engaged as assistant teacher. He remained, however, but a short time, resigning early in October to take a position as major in a Wisconsin regiment. Mr. McMynn, as will be seen later, was elected principal in May, 1864, but resigned without service. It may be noted that many of the students of the Normal School during Mr. Ogden's principalship entered the volunteer army in defense of the Union.

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### RESIGNATION OF PRINCIPAL OGDEN

Mr. Ogden resigned the principalship of the school December 14, 1861, at the close of the first term of that year. The following extract from his letter of resignation clearly reflects the spirit of those stirring times:

Winona, Minn., Dec. 14, 1861.

TO THE PRUDENTIAL COMMITTEE OF THE FIRST STATE NORMAL SCHOOL OF MINNESOTA:—

GENTLEMEN:—

I hereby tender you my resignation of the principalship of the institution intrusted to my care, thanking you most sincerely for the generous support and counsel you have given me.

In taking this step, it is proper that you and the public should understand the reason that impels me to it.

My distracted and dishonored country calls louder for my poor service just now than the school does. I have, ever since our national flag was dishonored, cherished the desire and indulged in the determination that—whenever I could do so without violation of a sense of duty—I would lay aside the habiliments of the school room and assume those of the camp, and now I am resolved to heed that call and rush to the breach, and with my life, if necessary, stay, if possible, the impious hands that are now clutching

at the very existence of our free institutions. What are our schools worth? What is our country without these? Our sons and our daughters must be slaves. Our beloved land must be a hissing and a byword among nations of the earth. Shall this fair and goodly land, this glorious Northwest become a stench in the nostrils of the Almighty, who made it so fair and so free? No, not while there is one living soul to thrust a sword at treason. I confess my blood boils when I think of the deep disgrace of our country.

My brethren and fellow-teachers are in the field. Some of them — the bravest and the best — have already fallen. Their blood will do more to cleanse this nation than their teaching would. So will mine. I feel ashamed to tarry longer. You may not urge me to stay.

\* \* \* \* \*

With these feelings, I am, with very great respect,

Your most obedient servant.

JOHN OGDEN.

In the Winona Daily Republican for December 17, 1861, appears the following notice concerning Principal Ogden's resignation:

Prof. John Ogden, who, as Principal of the Minnesota State Normal School, has successfully conducted that institution from the beginning, has resigned his situation, and will shortly leave our city for another and widely different field of labor. The causes which induced this resignation are fully set forth in a card to the Prudential Committee of the Normal School, printed in another column.

Mr. Ogden, as indicated in the card referred to, has determined to enter the service of his country in a military capacity, and will be connected with a regiment of cavalry being organized in Wisconsin.

While we much regret his departure from among us, we cannot but applaud the patriotic and self-sacrificing motives which have led him to this determination. During his residence of nearly two years in Winona, Mr. Ogden has conducted himself in such a manner as to win applause as a professional educator, and to acquire many warm friends as a man. He will leave our city attended by many sincere and ardent hopes for his future success.

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### REASONS FOR CLOSING THE SCHOOL

The reasons for the suspension of the school for over two years may be inferred from Mr. Ogden's letter of resignation, and may be stated as follows: (1) the interest in the great struggle then pending for national life overshadowed and overwhelmed everything else, and as a natural corollary of this, (2) competent teachers could not be found to take charge of the school. Such men were generally in the war. (3) The means for the support of the school

were inadequate. The state had made no appropriations beyond the first \$5,000. The state was too busy in the war to care for its educational interests. The original minutes of the Normal Board show that Resident Director David Burt and V. J. Walker, principal of the Winona High School, were temporarily in charge of the school during the second term, which closed March 2, 1862, and further sessions remained suspended until November 1, 1864.

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### REOPENING OF THE SCHOOL IN 1864

During the session of the Legislature in the spring of 1864 at the earnest solicitation of the citizens of Winona, led by Dr. John D. Ford, an act was passed largely thru the efforts of Hon. E. S. Youmans<sup>1</sup>, then in the House, on February nineteenth renewing the appropriations and re-establishing the school on a permanent basis. This act provided that the sum of \$3,000 be appropriated for the year 1864, \$4,000 for the following year, and \$5,000 annually thereafter<sup>2</sup>.

At the annual meeting of the Normal Board on the eighteenth of the following May, the Board resolved "that arrangements should be made for the opening of the Institution at the earliest practical moment," and the Prudential Committee was directed to secure a building for its accommodation. In case the requisite conveniences could not be obtained for the temporary use of the School, the Committee was instructed to erect a building at an expense not exceeding \$2,500. But fortunately this step was rendered unnecessary by the liberal action of the Common Council and the Board of Education of the city of Winona. The first story of the building occupied by the Normal School was re-arranged, repaired, and refitted for the accommodation of a model department. By this means two rooms were secured, each adapted to receive about forty children, thus forming the rudiments of that branch of the Normal system designed to afford the students the means of observing and practicing "the best methods of teaching and governing a school."

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<sup>1</sup> Mr. Youmans' speech is given in full in the Appendix.

<sup>2</sup> General Laws of Minnesota, 1864, Chapter LXXV, p. 145.



**ELECTION AND RESIGNATION OF JOHN G. McMynn AS PRINCIPAL**

At this meeting of the Normal Board, John G. McMynn of Racine, Wisconsin, was elected principal at a salary of eighteen hundred dollars per annum. But Mr. McMynn soon resigned and almost immediately upon the adjournment of this meeting an extensive correspondence was commenced with the view of securing a Principal whose personal and professional character and qualifications would insure the success of the new effort.

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**EFFORTS OF THE BOARD TO SECURE COMPETENT PRINCIPAL**

(See Bulletin Oct., 1907.)

The Board were convinced that upon the fulfillment of this condition more than upon any and all others, the final issue of the movement must depend. The efforts to secure this end and the negotiations which followed consumed more time than the Board supposed would be necessary, and the opening of the school was consequently delayed to a later period than was originally contemplated. The re-opening of the school could have been effected earlier if the Committee had felt themselves justified in accepting the services of inferior and inexperienced men. But in the decision of a question so vital to the welfare and success of the great movement, the Committee believed that they were justified in acting with prudent deliberation even at the risk of disappointing public expectation in the matter of reorganizing the Institution. As will be seen later, they secured the services of a gentleman who had probably had a more extended experience in the cause of Normal School instruction than had any other man in this country, he having been actively engaged in the work for nearly twenty years in the states of New York and New Jersey. It was not a mere fortuity that brought Mr. Phelps to the position he held for many years at the head of the faculty of the First Normal School of this state.

Dr. Ford was the one who had been delegated to act in finding the man for the principalship. He opened an extensive correspondence with eastern educators, that brought applications for the position. As a member of the Board, Hon. E. S. Youmans was familiar with all that was being done and wrote his brother, Edward L. Youmans, of New York City, who was engaged in educational work, setting forth the desires and necessities of the new







WILLIAM F. PHELPS  
Principal, 1864-76

institution. In response, his brother wrote that he had been called to lecture before the State Normal School of New Jersey at Trenton and that the principal of that school, Mr. Phelps, impressed him as more advanced in his ideas of popular education than any other teacher he had met; but that he did not know whether his services could be secured, altho in conversation concerning his work in that school, he expressed impatience at being hampered by an old foggy board of education. Mr. Youmans gave the letter to Dr. Ford, who had decided to go east to have personal interviews with applicants with whom he had been in correspondence and he added the name of Mr. Phelps to his list, altho the latter was not an applicant. After personal interviews, Dr. Ford found that none of the applicants came up to his standard, and somewhat discouraged he went to Trenton. His first meeting with Mr. Phelps was simply as one connected with a normal school in the far west and his interest in normal school education impelled him to visit Trenton and look over their methods that he might perhaps be enabled to get pointers. That interview made a deep impression on both participants. Dr. Ford found not only a man, but a teacher, full of enthusiasm, who thoroly appreciated the importance of common school education and the relation of the normal school to the advancement of such an education. Mr. Phelps doubtless pictured to himself the Elysian in which a poor pedagog could revel when under a school board made up of men like Dr. Ford.

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### **ELECTION OF WM. F. PHELPS AS PRINCIPAL**

The result of the conference was that Dr. Ford offered Mr. Phelps the position of principal and Mr. Phelps consented to go to Winona and look the ground over. He came, accepted the post, and thus became identified with the Winona Normal School.

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### **PRINCIPAL PHELPS'S TRAINING FOR THE POSITION**

(See Bulletin, Nov., 1905.)

Principal Phelps's rare ability as an organizer and disciplinarian was at once apparent in the prompt and efficient measures taken to re-establish the school on a permanent basis. To the wisdom of these measures and to the executive ability of their author is largely

due the high standing which the Normal School at Winona has subsequently attained, and still holds, among the educational institutions of this country, and in order to appreciate the influence which was now brought to bear upon the young Minnesota Normal School, it will be necessary to summarize briefly the conditions and the success attained in normal school work in the part of the United States where the new principal secured his training.

The Massachusetts normal schools did not for some time make a success of the training department or Model School. At Albany, however, the first school of practice in America was successfully established by Mr. Page, who called it an "Experimental School." It was opened at the beginning of the second term, and consisted of a single room of thirty or forty girls and boys of various ages. It presented the problems of a mixed country school with all of its difficulties and drawbacks. At first it had no permanent head, but two members of the most advanced normal class were assigned to it for two weeks each. One of the student teachers acted as an observer while the other heard the recitations. William F. Phelps was the first to act as observer or Superior and a young lady heard the recitations. At the end of two weeks the two student teachers were superseded by two others, and so on. But after a trial of one term the plan proved to be unsatisfactory, as under these constantly changing conditions there was a great lack of order and of continuity in the studies and recitations. Accordingly a permanent supervisor was decided upon as a remedy for the irregularity and disorder under the first plan. Mr. Page, therefore, persuaded Mr. Phelps to accept the permanent supervisorship of this department. The supervisor of this enlarged department became the Principal of the New Jersey Normal School at Trenton in 1855. This institution also was started under very modest conditions, in the second story of a business building; and the Legislature of New Jersey, following the example of New York, made its continuance contingent upon its success during a trial period of five years in which the "experiment" was being tested. A building was planned under the supervision of the principal, based upon the experience gained in New York, whose normal "experiment" was by the way, begun in the upper stories of an abandoned railway station. As the school of practice had proved pedagogically successful at Albany, ample provision was made in the new building at

Trenton for a large and well graded model school of three or four rooms, in order to furnish adequate facilities for instructing the art of teaching by actual practice, observation, and criticism.

Encouraged by the success at Albany, and urged thereto by some of her leading citizens and educators, the Empire state, thru its Legislature, made provision for increasing the number of its normal schools, and establishing them upon more advanced lines. This movement really began at Oswego, where lived a gentleman of decidedly progressive tendencies, acting as the superintendent of the public schools and, at the same time, conducting what was called a "ragged school" of 120 wild Irish boys and girls of all ages from five to twenty-one years. This man, says his biographer, as he went to his work of a morning, was beset by his warm hearted Irish children, who trooped about him, seizing him by the fingers, or by the coat tail, or wherever they could best catch hold, to the great amusement of the passers-by. This man was Edward A. Sheldon, who afterwards became president of the State Normal School at Oswego, and whose name has gone down in history as a leader in a great reform in educational methods, and particularly as the representative of Pestalozzian principles in their practical operation in American schools.

The pioneers in the work of promoting the new education longed to see these changes bring forth their beneficent results in the schools thruout the country. With this end in view, in December, 1861, invitations were sent by Dr. Sheldon to a number of prominent educators in various parts of the country to come to see for themselves the work being done at Oswego, that the teachers of the country might have an authoritative judgment concerning the new system. Several of the gentlemen invited accepted the invitation, among whom were William F. Phelps, principal of the State Normal School of New Jersey, David N. Camp, Superintendent of Schools in Connecticut, and principal of its Normal School, D. H. Cochran, principal of the State Normal School at Albany, N. Y., and Miss L. E. Ketchum, superintendent of the School of Practice in the State Normal School at Bloomington, Ill. These educators spent several days in the inspection of the exercises in the Oswego schools. Mr. Phelps was appointed chairman of a special committee to prepare the report. This report was exhaustive and discriminating, and it constitutes a most important document in the



history of American pedagogy. It was the first noteworthy instrument employed in the spreading of the Oswego idea. Its hearty commendations represented the views of scholars from widely different sections of the country, and arrested the attention of many whom the annual reports of Dr. Sheldon had not reached.

The following closing extract from the report shows the nature of the conclusions:

1. That the principles of the system are philosophical and sound; that they are founded in and are in harmony with, the nature of man, and hence are best adapted to secure to him such an education as will conduce in the highest degree to his welfare and happiness, present and future.

2. That the particular methods of instruction in the exercises before us, as illustrative of these principles, merit and receive our hearty approbation, subject to such modification as experience and the characteristics of our people may determine to be wise and expedient.

Resolved, that this system of primary instruction which substitutes in good measure the teacher for the book, demands in its instructors varied knowledge and thorough culture, and that attempts to introduce it by those who do not clearly comprehend its principles, and who have not been trained in its methods, can only result in failure.

The State Normal School at Trenton, N. J., one of the best of those founded before the Oswego Normal School, was one of the first to investigate the new methods. After Wm. F. Phelps's visit to Oswego he immediately sent one of his teachers there to learn the new system. Of the changes effected by this one teacher Mr. Phelps wrote: "One of the most striking and valuable features of this experiment was its suggestiveness. It was an eye-opener, and it at once set other teachers to thinking and studying, and the influence of this one partially trained teacher extended far beyond the limits of her own primary room to the school at large, and to the public schools of the town. This experiment, imperfect as it was, led to lasting improvement. The new ideas, once finding a lodgment, were found to remain and grow in influence and power; and the Normal School at Trenton today is in the front rank of institutions of its class in respect to its character and courses and methods of instruction. All this was largely due to the impetus given it at that time."

### OSWEGO INFLUENCE CARRIED TO MINNESOTA

Those interested in the advance of normal school work were soon able to say that "The New West was quickly responsive to the new methods." "It was young, unconventional, little trammelled by old traditions; it was settled by men who grasped opportunities; it felt that it could buy the best things the East could furnish; it was growing ambitious to possess a literature and an art; it was sensitive to remarks made about its education; it would have teachers as good as the best, methods as modern as its own life — methods that were practical, real, and would yield quick results, and these the West adopted in good, hearty, western style."

In answer to inquiries in 1898, Mr. Phelps wrote, "You can set Minnesota down as a Normal state according to the standard established at Oswego." Upon this statement it was commented that "These few words tell the story of Oswego's remarkable achievement in Minnesota."

"The Winona, Minnesota, Normal School," says another, "originally projected in 1860, was not put on a working basis until 1864, when President Phelps, of the Trenton Normal School, and Chairman of the Committee of Educators at Oswego in 1861, was invited to become its President. This he did in radical fashion. His plan was to make it over completely in accord with the methods and the system at Oswego. Accordingly he filled the faculty with graduates from Oswego or with those who had been instructed and trained by them."

It will thus be seen from the preceding narrative that the Winona State Normal School was largely a composite or embodiment of the best in Massachusetts — thoroughness in elementary scholarship; of the best in New York, in successful provision for actual practice in the Model School; of the best in New Jersey, in the establishment of the grades for practice and the inauguration of the initial steps for the application of practical object teaching, lessons in form, color, etc.; and the best in Oswego, in the adaptation to use in the common school of Pestalozzian principles. It became an evangel agency, so to speak, for propagating the new ideas and the new education in the state, and in the community at large, and even in the lands beyond the sea, as in the Argentine Republic. This last phase will be given special notice in another place.

## PRINCIPAL PHELPS'S IDEA OF THE FUNCTION OF A NORMAL SCHOOL

The following extract from Principal Phelps's first annual report indicates the policy of the school under the administration of twelve years which followed the re-opening:

The aims and objects of Normal Training Schools for teachers are too well known to require any extended elucidation of them here. These objects have been so frequently and so fully set forth during the last 150 years in the old world, and in the past 30 years in various parts of our own country, that no intelligent man will dare to plead ignorance in respect to them. These institutions are rapidly becoming the centers of educational influence and progress in every civilized country. The mere fact of their existence and rapid multiplication throughout our land, is *prima facie* evidence of the popular appreciation of their purposes, as well as of their utility and necessity. Suffice it to say then, that the Normal School aims to educate and train teachers to a proper conception of the principles, and to a skillful execution of the practice of their difficult art. It seeks to impart to them an accurate knowledge of those subjects which they are required to teach, that they may teach with intelligence and taste. It must, moreover, labor to develop in them all those excellencies of character their influence, and moulded into intelligent and virtuous citizens. It must thoroughly imbue them with a love for their work. It must generate in them the true *esprit de corps*. It must make them acquainted, as far as possible, with those multifarious and complicated processes which are best calculated to draw out the faculties of the young, and bring their three-fold natures into harmonious and healthful activity. In fine, the Normal School should inspire its pupils with those comprehensive views of education which should shape all their measures and methods, and thus enable them, by an intelligent and judicious adaptation of means, to aim directly at the development of all that pertains to a noble and symmetrical manhood and womanhood.

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## STATE SUPERINTENDENT'S COMMENT ON WINONA NORMAL AND ITS PRINCIPAL

Concerning the re-opening of the school and the qualifications of Mr. Phelps, a quotation is here given from the Fifth Annual Report of the Superintendent of Public Instruction:

I congratulate the Legislature upon the auspicious circumstances attending the re-opening of the Normal School at Winona. In respect both to the numbers attending the school and the distinguished ability of the Principal, the friends of education are afforded ample cause of felicitation. Prof. Phelps brings to his aid the experience of twenty years of active service, the greater part of which has been passed at the head of one of the most cele-

brated Normal Schools in the Union. His engagement by the Normal Board of Minnesota, argues a success for the school at the very outset.

A visit recently paid to the Normal School, enables me to speak with some personal knowledge of its flourishing condition and happy prospects. Although prepared by the high character of the Principal to expect a gratifying exhibit, I was, nevertheless, agreeably surprised at the progress which his brief term of service had brought about. The methods of instruction are of the simplest, plainest, and hence the most effective character, and the attention, care and application of the students, and the neatness and order which reigned throughout the place, were pleasant to behold. I regard the Normal School at Winona as already a success; and if any argument were wanting of the necessity which exists for the maintenance of this Institution in a becoming manner, it is furnished in the extracts from the reports of County Superintendents to be found in the opening paragraphs of this report.—David Blakely.

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### AN APPEAL TO THE LEGISLATURE FOR FUNDS

In his report to the Legislature in 1865, David Blakely, Superintendent of Public Instruction, made the following statements:

The success of the Normal School at Winona is now beyond question. It is rapidly and triumphantly demonstrating the wisdom and sagacity of those who labored so earnestly to secure its establishment, and who through all its trials and adversities, never lost faith in its inherent worth as a motive power in popular education. \* \* \* \* \*

The premises now occupied can accommodate only fifty students. But fifty-eight are crowded into its limited apartments, while many more are awaiting the opportunity for admission. With proper accommodations, there is no doubt that three or four times the present number of pupils would seek admission to qualify themselves for the work of teaching. The number which ought to be provided for is 250 for the Normal School, besides which there should be ample accommodations for the model and experimental classes necessary to the proper training of the students. For these purposes, a large building will be needed, and liberal appropriations should be made. A state can never judiciously expend too much for such a purpose as this; for however large her investments, they are sure to yield a corresponding return. I cannot forbear to express the hope that this subject will receive that prompt and comprehensive consideration which the present wants, and the future promise of the State demand.

I cannot close this branch of my report without alluding in terms of high commendation to the ability, sagacity, industry, and faithfulness which have characterized the conduct of the school by Prof. Wm. F. Phelps, its experienced and accomplished principal. Bringing to his aid the practical knowledge derived from a life devoted to the work of education, and selecting for his assistants, the most thorough teachers within reach, he has wrought in a very brief period, with the poorest possible encouragement as regards



every exterior aid and appliance, a work of which the State has abundant reason already to be proud. The cause of education generally in the State has received an impetus from the presence and labors of Prof. Phelps, which this Department is glad to recognize, and which the Legislature will doubtless be prompt to acknowledge.

Mr. Phelps stood for a high standard for teachers for the rural schools. There was no great demand for the training of teachers for higher grades until Mr. Morey's time, but the later years of Mr. Phelps's administration show the beginning of this demand, and the reports of those years show, too, that he was abreast of the times in making preparations to meet this demand.

Mr. Phelps established the first laboratory in the State, even before there was one in the State University. He, like Dr. Shepard, put much stress on illustrative teaching, hence the excellent museum, which he could ill afford. The very fact that Mr. Phelps was able to secure such a large building for a new school in a new state bespeaks his untiring efforts to convince Legislators, and reveals the largeness of his conception as to the future of the institution.

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### PUBLIC EXAMINATION OF STUDENTS IN 1865

The examination of the normal school students in June, 1865, was carefully chronicled in the Winona Daily Republican for June 28 and 29. The principal part of that account is here given:

The examination of the Normal School commenced on Tuesday morning, at nine o'clock, in the Baptist Church. Besides the pupils, their parents and friends, professional teachers, members of school committees and county superintendents of education, there was a large and respectable gathering of ladies and gentlemen belonging to Winona and its neighborhood. Prof. Phelps commenced the scholastic business of the day by conducting, with his usual tact, skill, and animation, a recitation in reading and elocution, which was participated in by all the pupils. This exercise consisted of selections from the "Fifth National Reader," being short and pithy sentences which embraced, in a short compass, almost every possible combination of sounds of difficult articulation, but which were read by the pupils with singular accuracy and precision of enunciation, thus exhibiting the perfect command which, after thorough drilling by their accomplished teacher, they had obtained over what is usually regarded by the young grammarian as somewhat perplexing—a knowledge and mastery of the "elementary sounds" of our language—a subject so much neglected in our common schools until a very recent period. To read with intelligence and feeling, the professor well observed, was a rare accomplishment in our public schools,



or indeed anywhere; and the reason undoubtedly was that young children were begun to read upon a wrong principle at the commencement of their career, or in other words, without being first of all thoroughly drilled and examined, at every stage of their progress, as to the precise import, force and meaning of every single word that occurred in their lesson. It was in this way only that good readers could be formed — by beginning at the right time and in the right way.

A class from the model school, composed of children of from seven to nine or ten years, then came upon the platform, and read several passages from their class-book with remarkable ease, fluency, and intelligence, considering their years — a fact indicative at once of the great attention and pains bestowed upon them by their excellent teacher, Miss Gould, and the superiority of the plans and methods under which their education had been conducted over those generally in use. The next exercise was a recitation in English grammar, which was conducted by Miss Lee. Here the pupils showed, by the readiness and accuracy of their answers, that they had mastered the intricacies of parsing and analysis, and were a credit to their teacher who had striven to render a usually dry subject interesting and palatable. A class in mathematical geography was then examined by the same lady, and here also the pupils evinced, by their answers, that they had thoroughly mastered the main elements of that instructive and beautiful science, which forms the threshold to all true scientific knowledge of the universe. The pupils laid down on the blackboard, with accuracy and neatness, the different diagrams illustrative of the subject, and readily gave definitions, and by means of Perce's new magnetic globes, illustrated, with much clearness, such topics as the spherical form of the earth, the obliquity of the ecliptic, and as a consequence of that obliquity, the constant parallelism preserved by the earth's axis, the various positions assumed by the earth in her annual trip around the sun, giving rise to the different seasons of the year. Professor Phelps stated to the audience that at the close of last term this class had had barely time to go over this subject (which lay at the foundation of a true knowledge of geography), in the most cursory manner; but they had now had an opportunity of going minutely into it, and examining it topically in the searching light cast upon it by the method of Pestalozzi, and the ready and accurate answers given to almost every question by the pupils showed that his labors had been amply rewarded. It was his main object, he said, in this, as well as in every other branch he taught, to give those attending the Normal School a right start and direction in their studies at the outset. When this was done, but not until then, the path to higher attainments was easy and delightful.

At two o'clock in the afternoon, the examination was continued, the exercises and recitations being, as in the forenoon, judiciously interspersed with vocal music, which was well executed by the pupils. To show what can be done, under judicious instruction, to very young pupils, and as a proof of how much has been accomplished and how well it has been accomplished in a short time, there was then introduced the first or lowest class of children in the model school, the members of which, as was stated by the teacher, Miss

Timanus, had only been a few months under her tuition, most of them on commencing being scarcely able to spell their way through the simplest words of the language. Under the improved methods adopted in the model school, they showed clearly that they had made remarkable progress, not merely in mechanical reading or in ability to pronounce the vocables, but had, in fact, reached the much higher and more valuable attainment of giving a lively and animated, as well as a natural and unaffected expression to the subject of the lesson. An exercise by the same class in spelling, likewise did them and their teacher equal credit; and slates were exhibited and circulated among the audience which showed that they had not only been taught to read and spell well, but even to write and draw in a manner that would have done credit to much older children. An invitation was given here by Professor Phelps to the various gentlemen composing the school committee, to county superintendents, and examiners of teachers, as well as to professional teachers, and extended to all friends and patrons of education, to visit the model school on Wednesday morning at 8 o'clock, when they would have an opportunity of seeing it in practical operation, or as it was during the usual routine. He likewise invited the gentlemen above referred to and any others present who might feel an inclination, to put questions to the pupils of the Normal school relative to any point connected with the subjects of examination. He was always glad when such questions were put at an examination like this, for he wished to expose not alone the knowledge and proficiency of his pupils, but also their ignorance, for he was one of those who held that the very first step towards true intellectual progress was an acknowledgment and conviction of how little we really know. This was the starting point of all genuine progress in education.

An arithmetical class was next introduced,<sup>1</sup> which had received a good deal of attention from the Professor, who had confined their attention principally to what is usually considered a very elementary branch, but which, at the same time, must be regarded as a very essential branch of the philosophy of arithmetic. He would beg leave to repeat what he had formerly said, that his chief object, as principal of the Normal School, was to lay a solid and substantial foundation for the future attainments of his pupils. The exercises in decimal notation, it is true, were elementary, but it is clear that without a correct knowledge of decimals, there was little hope of high attainments in arithmetic. The pupils examined showed that they were able, readily, to explain the rationals of the rules, as well as quickly to solve questions on the blackboard. The Professor here took occasion to mention that he had advocated and used this improved method of teaching decimal arithmetic for the long period of twenty-five years, and had invariably found that it was, when properly presented, both more easily approached by the learner as well as far more philosophical than the older methods.

An exercise in vocal music by the whole school, which was very well executed, elicited from the Principal a high tribute of praise to Mr. Adams, teacher of music, who, although he had unfortunately labored under ill health the greater part of the time he had been in the State, had still very efficiently discharged his duties in connection with the institution. An ex-

amination on "principles and methods of teaching" next followed, and the pupils generally gave very intelligent and comprehensive answers to the different questions proposed, showing that **mind**, and not memory alone, had been at work.

On Wednesday, the first exercise was by a juvenile class from the model school, being a preparatory lesson to the study of Geography. It had been found by long experience very unprofitable to teach this subject to young pupils by the use of dry definitions which they were never able to realize. Geography is a comprehensive subject embracing a great variety of topics, and requires careful preparation at the outset. This was a lesson on "place," by means of which the youthful mind obtained clear and precise notions of the relations of surrounding objects, and was able likewise to cultivate the habit of ready and accurate expression and definition. This exhibition was very satisfactory, as well as the appearance of an elementary reading class, the majority of which, only a short time ago, barely knew their letters, but could now read and pronounce simple words and sentences almost as fast as they could be written on the blackboard.

An exercise in map description followed; the principal observing that he hoped the time was not far distant when his pupils would have their geography at the tips of their fingers, as well as at the end of their tongues. This exercise, which also included outline map drawing upon the blackboard, the teacher said, had been brought forward at this time more as a sample of what he proposed, intended and expected his pupils to do in this branch, than what they had actually accomplished. It was introduced to show the method. In Trenton, New Jersey, and other places, children ten and twelve years of age are able readily to sketch and describe accurately the entire principal features of almost any portion of the earth. This outline sketching was likewise an excellent means of cultivating the hand and eye, which might be useful for other purposes. Next came a lesson on "form," being geography in a very elementary form, but still, as the Professor remarked, in a very practical and useful way. This juvenile class made a very good appearance, and showed by their answers that they had clear and lucid ideas of "form," as well as proved the value of that invaluable help to the teacher — the blackboard.

A class in physical geography belonging to the Normal department then came forward and recited a lesson in that instructive science. The pupils, previous to this term, had received no instruction in this branch, yet exhibited much proficiency by correctly answering a great many questions as well as laying down upon the blackboard neat representations accounting scientifically for the currents of air and water, which perform such a useful and beneficent purpose in the economy of nature. The Principal stated that he used no regular text books upon this subject, but drew the materials for the instruction of his pupils from all sources.

The interest of the examination was well sustained throughout. In the afternoon the first exercise was one appropriate only in a Normal School, the design of which was to teach the principles and art of teaching. When a recitation was being conducted, the pupils had to look on, observe, and



learn their profession by the discovery of the true methods of teaching. In education it has been well said, **method** is everything. It was not, the Professor said, so much **what** a child learns, as **how** he learns it. The great object of an enlightened system was to develop power and call forth the mental energies of the human being. A junior class was next brought in, the object of their exercise being to develop the idea of number; and this was succeeded by another which had reached simple division in numbers. The Normal School pupils were freely allowed to criticise each other's mode of conducting a recitation of the kind; but enlightened criticism, of course, does not alone mean the finding of fault, but the expression of approval and the administering of praise. Within proper limits, this is a very improving exercise and an essential branch of a Normal education.

This was followed by songs by two young ladies of the school, both of whose performances were received by the audience with great applause. A lesson on language, or an introduction to the study of English grammar without its technicalities, by the children in Miss Gould's department, wound up the proceedings, every one appearing to be highly pleased at the proficiency of the scholars and the very efficient and successful manner in which Professor Phelps had discharged his important duties as Principal.

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### COMMENT OF AN EXAMINER

Concerning the work of the Normal School and the exercise just given, the superintendent of Steele County, Mr. A. A. Harwood, in his report to the Superintendent of Public Instruction, made the following statement: "I cannot close this report without alluding to the highly beneficial influence which the State Normal School, if properly fostered, is destined to exert for the improvement of our public schools. It has already begun, and will continue more rapidly to furnish properly qualified teachers for the district schools. It was my privilege, as one of the committee, to participate in the examination at the close of the term ending June 28th, 1865. And to express myself briefly, I will say that persons emanating from that institution are denuded of everything pertaining to education or character which is improper or unchaste, and robed with a vesture which imparts a grace to worth and adds the charm of loveliness to beauty of thought and propriety of action. If we afford material aid to the Normal School, so as to enlarge its capacity and increase its influence, time will reimburse us with a golden wealth of moral and intellectual purity."

### FINAL SETTLEMENT OF LOCATION OF BUILDING

Soon after the re-opening of the school in 1864, the question of the location of the new building for the institution became prominent. Block 17 of Sanborn's addition, which is near the present Milwaukee station, was not favored by the citizens generally, and as early as April 17, 1861, it was resolved at a meeting of the Normal Board in St. Paul, on the motion of James W. Taylor, "that the president is authorized and directed to receive propositions for exchange of the present site of the school for any other more eligible location and report the same for the action of the Board."

In accordance with this resolution, the president of the Board, Dr. Ford, advertised as follows in the Winona Republican<sup>1</sup>:

"TO THE CITIZENS OF WINONA:

At the last meeting of the State Normal Board of Education, the undersigned was directed to receive, either from individuals or the City Council, propositions in writing for a change of location of the selected site for the Normal School building. In accordance with the above, any propositions, made within thirty days of date, will be submitted to said Board for action thereof.

It is contemplated to erect buildings for the school on the present site, unless a more eligible location can be made available to the Board."

In an editorial two days later the Republican made the following comment:

We would direct the attention of our city readers to the advertisement in another column of Dr. Ford in behalf of the State Normal Board, inviting proposals for a change of location of the selected site for the Normal School buildings. At the time when the present site was selected, very general dissatisfaction was manifested by the citizens of Winona, in consequence of its remoteness from the river front, and a strong desire has repeatedly been expressed that a site in some better locality, nearer the river, should be obtained instead. As the Board have in contemplation the erection of a building on the grounds at an early day, they have deemed it best to give our citizens an opportunity for making the proposed change, and hence the invitation of the President, above alluded to.

In common with many others, it would give us pleasure to see the Normal School buildings erected on some more sightly and commanding spot than the one already chosen, the chief recommendation of which is that it is as much hidden from view as it well could be, unless a site were to be selected immediately on the classic shores of Lake Winona. Lots in this city

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<sup>1</sup> See issues for June 18-22; June 27-July 18, 1861.



are not so scarce, nor are they, many of them so extremely valuable, that our public institutions and buildings should be on this account crowded off into the mud-holes and sloughs, as if they were something to be ashamed of.

If the citizens of Winona really desire to secure a more eligible situation for the Normal School buildings, they will have to move in the matter immediately, else the Board will proceed to occupy that already in their possession.

On June 24 Mr. Henry D. Huff made the following proposal to the Normal Board:

I see there is a chance for re-locating the Normal School and the opportunity for one or more to show their liberality. This is a chance I have long sought. Hence I make the following proposition to the Normal School Board, to-wit: I will donate block fourteen (14), sixteen (16), and twenty-two (22), about 10 acres of land, in the Evans addition, subject, however, to the Evans Estate, as shown by the Record, and provided that the Normal School buildings are located on one or more of the said blocks. One of these blocks lies high, and is a very desirable location. Now if there is any one who will pay the incumbrances, and take two of these blocks, there is a chance, as one is all the school needs. The blocks are of large size, containing, I think, over three acres each. This would be a good bargain for any one. In case this proposition does not suit, I will donate, free and clear from all incumbrance, a block in Hamilton's addition, which shall be on the most desirable spot on said addition somewhere between the house of John I. Hubbard and the old Hamilton house, west of John A. Mathews' residence.

HENRY D. HUFF.

This was in 1861. The matter was not settled until after the re-opening of the school in 1864. On June 30, 1865, on motion of Mr. Parker, the Normal Board instructed the "Prudential Committee \* \* \* \* to purchase Block Four (4) in Sanborn's Division of Winona for the location of the State Normal School at a sum not exceeding two thousand dollars (\$2,000)<sup>1</sup>."

The Treasurer's report<sup>2</sup> shows that \$2018.10 was paid on August 1st, 1865, for a "building site." This was probably Block Four. The city of Winona donated the additional amount necessary to purchase the block.

In the minutes of the Normal Board for June 28, 1866, we find the following, which shows that Mr. Huff made an offer in 1866<sup>3</sup>: "Mr. Barnes submitted the following proposition — That this Board accept the proposition made this p. m. by Mr. Huff to donate the six acres of land visited this day by the Board on con-

<sup>1</sup> Original Minutes, p. 35.

<sup>2</sup> Ibid, p. 47.

<sup>3</sup> Ibid, p. 41.

dition that the Board adopt the plan for a building now before it and locate this building upon said land. Messrs. Buck and Prescott were appointed a committee to wait upon the City Council and receive any proposition to be made on the part of the city pursuant to invitations made at the meeting in the afternoon. The committee reported that the Council would communicate with the Board in the course of the evening."

The following proposition was submitted by the Mayor on behalf of the city:

"TO THE STATE NORMAL SCHOOL BOARD:—

The city council of Winona makes the following proposition to your honorable Board: That if the Board will erect the Normal School building upon the present site, viz. block 4, Sanborn's addition, and vacate and donate to the state that part of Johnson Street lying between blocks 3 and 4; or, in case it can be procured, the city will purchase and donate to the state the whole of said block. This provided that the Board will convey to the city block 17 in Sanborn's addition.

R. D. CONE,  
Mayor."

This proposition was promptly accepted by the board, and Book One<sup>1</sup> of the Ordinances of Winona shows that the City Council did ordain: "Section 1. That part of Johnson Street lying between blocks No. three (3) and four (4) in Sanborn's addition to the city of Winona, being that part of said street lying between the northerly line of King Street and the southerly line of Sanborn Street, be and the same is hereby vacated and abolished."

This ordinance was passed September 29, 1866. It appears, too, that the city bought the whole of block 3, Sanborn's addition, and gave it outright to the State, waiving the conditions stated in the communication of the Mayor<sup>2</sup>.

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<sup>1</sup> Page 155.

<sup>2</sup> See History of Winona County, p. 389; also Winona Republican for June 29, 1866.

## APPROPRIATION OF LEGISLATURE FOR A PERMANENT BUILDING

During the session of the Legislature of 1866, the first appropriation of \$10,000 for a building was obtained, mainly through the efforts of Hon. Thomas Simpson in the State Senate. This appropriation was designed to secure plans and to supplement the contributions of the citizens and city of Winona, and was entirely used in constructing a foundation, — an important measure which committed the State fully to the erection of a building at Winona. The plans for the building were drawn by the architect, G. P. Randall, of Chicago, and were adopted by the Board at its meeting in June, 1866.

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## FIRST GRADUATING EXERCISES

The last week in June, 1866, was a great land mark in the history of this new Normal School. The following notice appeared in the Winona Daily Republican for June 25:

The annual examination of the State Normal School will take place this week, commencing at nine o'clock tomorrow morning in the Methodist church. The exercises will be of a public character, and will be of great interest throughout. There will doubtless be a large attendance of the prominent friends of education from various parts of the State. Among these, Governor Marshall has announced his intention to be present, as also ex-Lieut. Governor Holcombe, and others. Our own citizens and especially those who have children or friends in attendance, should not neglect to witness the examination exercises."

A member of the first graduating class, Mr. Fayette L. Cooke, now President of the Normal School at Spearfish, South Dakota, visited the Winona Normal in March of this year. He stated that much was made of the public examinations in the early years of the institution, and at this point in the history of the institution we cannot do better than give a complete contemporary account of the first graduating exercises, which extended over three days and were public.

In the Winona Daily Republican for June 26, 27, 28, 29, and 30, 1866, is found an interesting account, the principal part of which is here given:

The very general attention now given, by all classes of people, to the subject of Popular Education is undoubtedly one of the most hopeful and cheering signs of the times. In the particularly auspicious situation of this

country at the present time, with peace restored upon a firm and honorable basis, and now entering upon a course of unexampled social prosperity, it is especially gratifying to observe, from such favorable prognostics, that we are likely, both at the North and the South, to commence our new career in the right spirit and in the proper direction. It will be our wisdom and our glory as a nation to endeavor to render the moral and social advancement of our population in some measure commensurate with, and worthy of, our great and ever increasing material prosperity. For, without here entering upon any elaborate philosophical argument, it will most readily be acknowledged by all thinking minds everywhere that, as it was through ignorance, chiefly, that the rebellion became so formidable, so through the influence of the Common School, and the consequent wide spread intelligence in the more favored sections of the country, it was that the Union was saved in its hour of extreme peril and danger. And what has preserved our country in war, and carried successfully and triumphantly through the sorest trials of a bitter internecine struggle, we may rest assured can alone preserve it in its integrity, and strengthen and embellish it in peace. What we have mostly to fear in a Republic, and what we have chiefly to guard against is — ignorance. Ignorance is the stronghold of copperheadism, slavery (mental and bodily), and corruption in all its forms. The common school makes war upon this dangerous enemy of our peace, and the spelling book and schoolmaster belong to the regular army of invasion which is sure in the end to win. Cannon balls may aid the truth, but these influences are stronger, cheaper and more lasting. The South sought to build without the Common School — that most essential pillar of all genuine and lasting national prosperity and progress, and their house fell and could not help falling, because it was founded upon sand. Their case is a lesson to the whole country; for all more or less need reconstructing. It proves that only as we are true to the vital and lasting interests of **humanity** can we hope to build up the social temple upon an enduring foundation never to be shaken.

We have thought proper to devote some considerable portion of our space this week to educational matters, partly on account of their intrinsic importance to our social well being, and partly because we lack an educational journal for our State, in which they might more appropriately find a place.

The examination of the State Normal School, as previously announced, commenced this morning at nine o'clock in the Methodist Church. The day being fine, the meeting was very well attended, not only by our own citizens, but many prominent friends and patrons of education throughout the state.

The exercises, the first day, were of the most interesting character. After prayers and singing, Professor Phelps introduced a class from the Normal department to illustrate the best methods of teaching arithmetic in some of its more advanced branches. The students answered with great readiness and accuracy the various questions proposed, which were of a thorough and searching character and which showed the complete training they had received at the hands of their accomplished teacher. They showed



clearly that they understood the rationale of the subject, and had mastered the fundamental principles of arithmetic, a correct and comprehensive knowledge of which is essential to those who would teach it with success. In solving questions the blackboard was freely used; every step in the process of arriving at a definition or a solution was closely examined; nothing was taken for granted, but everything subjected to the most searching Socratic ordeal of interrogation, and brought to the test of a minute and exhaustible discussion. This method of teaching arithmetic is decidedly preferable to the mere mechanical solution of problems. By means of it, the intellectual faculties are more rigidly exercised than by any other system; for all, but especially for those who intend to be teachers by profession, it is a most valuable exercise. No rule can ever be thoroughly understood without a knowledge of the principle on which it is founded. This was well illustrated by several examples and demonstrations.

After this opening exercise, creditable alike to teacher and pupils, another class was introduced of the Third grade of the model school, taught by Miss Thomson. It was to illustrate a lesson in elementary geography, which had been learned topically, not from the book, but by oral instruction by the teacher. The continent of Africa was the subject of the lesson. Its extent, boundaries, surface, and other of its general physical features, which children of eight or ten can easily comprehend and remember without any unnatural straining of the memory, were readily described by the class. This is evidently the only rational method of teaching the outlines of geography to juveniles. Several of them drew correct representations of Africa upon the blackboard, and their answers showed that they had made very good progress under a skillful and efficient teacher.

A class taught by Miss Timanus was next introduced for the purpose of illustrating reading of the most advanced class in the first grade of the primary department of the model school. The children first read their usual lesson and then a new one. They were fifteen in number and appeared to be from seven to nine years old. They read simple sentences with animation and ease, at the same time giving proper emphasis and inflection to the words. It was not mechanical reading, listless and drawling, but life-like utterances. They showed clearly that they understood what they read, and how to speak it trippingly on the tongue. Questions on the subjects in the lesson elicited brisk and lively answers. The writing done by them also, with slate and pencil, showed that much care had been taken by their teacher and marked improvement made.

The next exercise was by the A and B classes of the Normal Department under Miss Lee. It was upon the analysis of the English sentence, a subject which was treated accurately and philosophically, together with the various elements which enter into the composition of the sentence and the functions which the elements severally perform in the economy of Language. Here **thoroughness** was especially observable in the correct and ready answers returned by the pupils. The questions were of a nature to elicit and stimulate thought and lead to general mental improvement. This method of analysis, applied to the English language, is a very good substitute for the



training received by the critical study of the ancient classic languages of Greece and Rome.—It affords at once an interesting and agreeable exercise to pupils who have any turn for literature, and develops beauty of expression and gems of thought which are apt to be passed over by the less critical student of language.

After a short interval, which was well filled by the singing of a lively air, a class in the Second Department of the model school, taught by Miss Gilbert, was introduced. The scholars were fifteen in number, averaging about eight years old. It was to illustrate the rule of subtraction, taught in its simplest and most philosophical method. The children all did remarkably well, and showed that great pains had been taken to initiate them into the mysteries of "borrowing ten." Specimens of their writing on slates were very creditable likewise.

The first exhibition in the afternoon was an exercise given by one of the students of the Normal School, selected at random, to develop, in the form of a class lesson, the idea of angles and the different kinds of angles. This, the Principal observed, was one of the means resorted to for educating the teaching talent of the young ladies and gentlemen attending the institution. Miss Sheldon, of Hennepin County, was the pupil selected to conduct the examination in this instance, and the young lady did so with considerable tact and ability. It is the object of the teacher, in such a case, to labor to impart some knowledge of angles to those who are old enough to understand the nature of angles; and the class is made up either of those who do not know, or are supposed not to be acquainted with the subject. It is clear that the possession of fundamental ideas of this kind is a far more valuable acquisition, as well as a more improving exercise, than the memorizing of a number of problems in geometry, which are but imperfectly understood. After the exercise was completed, a searching criticism by various pupils followed. Defects were pointed out and excellencies commended, and by repeated exercises of this description, when they became in turn the critic and the criticised, the pupils came at length, by the hard tasking of their powers, to a full knowledge of the requirements of their profession, which they could do in no other way.

In the discussion which followed this exercise, the Principal took occasion to notice a few ungrammatical expressions used by some of the pupils, for the purpose of showing the importance of perfecting our primary system. These habits of expression had been acquired in early youth, and he found from experience that it was now almost impossible to eradicate them. And when we consider how, by a law of our being, a defect of this kind enters in, and becomes part of, our moral nature and tends to vitiate and impair it, we see how very desirable it is that bad habits of any kind should never be allowed to assume such formidable proportions, but should be corrected in time. This the primary school could accomplish.

After some choice vocal and instrumental music, which was quite refreshing to everybody who heard it in such sultry weather, and which was highly creditable to Prof. Adams and his pupils, the scholastic exercises were resumed. The Principal said he believed they all had heard of "object

teaching;" but he would beg leave to say that what sometimes went under that name was not really object teaching at all. It was adverse to the interests of education to call much by that name that was sometimes so termed. Object teaching was properly confined to a single department of instruction, and he proposed now to illustrate what he meant by it in a class exercise. Miss Drake, a pupil in the Normal Department, was then called upon to conduct a class. She held up a potato, and proposed to draw some mental nourishment from the well known vegetable of that name for the benefit of her imaginary scholars. The potato was handed round and examined, and its external qualities, being the first to attract attention, were first disposed of. On its outside it presented to the view skin and eyes, while the inside contained water, woody fibre and starch. Then it is a vegetable, a natural production, cultivated, a native of South America, or rather indigenous to that country. Farther, it is an edible, palatable, wholesome, nutritious article. Such were a few of the more prominent facts elicited regarding the object in question. It is said Sir Isaac Newton discovered the principle which governs the motions of the heavenly bodies by observing the fall of an apple; and why may not something also be made out of a potato? They look pretty much alike, and they are certainly both made for eating. However, it matters little what object you choose as your medium of instruction, although it is not every one that can turn their apples to so good an account as Newton. Every object in nature is related to all the rest, and the whole to each. It is proposed to investigate those relations, and in proportion as your knowledge is accurate and well defined will it be reliable and valuable. With any object in your hand — a leaf, a stone, a metal, anything, you can travel in imagination round the wide realms of nature, animate and inanimate, and by this process of questioning, properly followed out, correct your knowledge of information as well as greatly enlarge its boundaries. After the recitation, a criticism upon the method of evolving the ideas, the accuracy of the statements made, and the language used in discussing the potato, was pronounced by several of the pupils, and the weak and strong points of the case duly indicated. In Normal training, this is a first rate exercise for the mind. The danger is in dwelling upon a superficial view of the qualities of an object. Thorough and accurate knowledge is the great thing aimed at, and with this in view an "object lesson" ought always to be as carefully prepared as any other. Without this, as Prof. Phelps well observed, the lesson might as well be omitted altogether.

A primary lesson in geography, conducted by Miss Gilbert, was the next exercise. The class consisted of some twelve children of from seven to ten years of age. The primary definitions were gone into and expressed in clear, comprehensive, and yet simple language. The appearance was highly satisfactory.

The next class examined was one taught by Miss Thomson, belonging to the third grade, model school. The pupils averaged ten to twelve years and the exercise was upon common or vulgar fractions, of which the children had evidently very correct ideas, as evidenced by their answers. With regard to this class, Prof. Phelps stated that they had never before studied

fractions, nor indeed been accustomed to a rational explanation of anything. Their progress was certainly remarkable under the circumstances and was creditable to the skill and industry of the teacher.

Next came forward some thirty or forty small children, under the care of Miss Timanus of the model school, to recite a scripture lesson. Previous however, to the lesson, they gave an exhibition of physical exercises such as they are accustomed to daily. The scripture lesson consisted of the most prominent facts in the closing scene of Christ's life on earth, which presents a picture that even the youngest can understand. It would be well if "religious knowledge" were required of the older pupils as well as of children and made an essential study before obtaining a diploma to teach. By religious knowledge we do not mean the doctrines of any particular denomination, but only the history and facts of the Old and New Testament.

## SECOND DAY

Forenoon. After a very impressive prayer by the Rev. Mr. Heath, Supt. of Schools, Anoka county, and a member of the Examining Committee, the examination was resumed on Tuesday morning at nine o'clock.

As the first exercise the children of the second grade of the model school, fifty or sixty in number, and averaging about seven or eight years, in charge of Miss Gilbert, gave an exhibition in vocal music. They were provided with music manuals, and the boys and girls singing in parts, the effect of the blending of the sweet, youthful voices, led by the professor on his good instrument, was very fine. The anthems sung, patriotic and otherwise, presented considerable variety, and all the pieces were executed with much taste. Great labor had evidently been taken to produce such results so creditable to Prof. Adams. A lesson on the elementary principles of vocal music by the pupils of the Normal School followed next in order. This exercise showed that the members of this class had been well grounded in this refining branch of education, so desirable as an accomplishment to all teachers of our common schools. Their teacher had evidently taken great pains with them.

Next came an exercise in mental arithmetic by a class from the model school, taught by Miss Gilbert — the age of the majority about seven years. It is generally agreed among teachers that this species of exercise is well fitted to sharpen the mental faculties and lead to correct and logical methods of reasoning, especially when begun at the right time. The habits thus early formed cannot fail to be valuable in after life, and such exercises form an excellent preparation for the higher branches of mathematics. The children acquitted themselves very well.

A class (being the C class, the lowest in the Normal Department, consisting of those who had only recently joined the institution) had an exercise on the geography, political and physical, of the United States, conducted by a student of the Normal School, one of those who are to graduate tomorrow. An outline map, beautifully laid down in chalk upon the black-board, was gone over and minutely described in all its leading details. Its grand physical features were enumerated and phenomena due to its climate



and other circumstances explained very satisfactorily by the members of the class. We need scarcely say that it was abundantly evident that these questions and answers were not specially prepared for the occasion, but offered a very fair criterion of the pupils' real attainments and degree of advancement. As in the case of all the other exercises, the scholars here had undergone a complete drilling and had made thorough work of it. Prof. Phelps, in freely inviting any one in the meeting to put any question to the pupils relating to the subject under examination, took occasion to assure the audience that there was no sham about these examinations, as he understood had been insinuated by some one. Whatever his pupils knew or professed to know, he took care that they should know thoroughly. Not how **much**, but how well, he remarked, was the true maxim of every enlightened educator. He wished to be judged by this test, and the admirable results presented clearly proved his claim to be a "work-man" that need not be ashamed.

Miss Timanus, of the Model School, then introduced a class of some nine or ten children, about six or seven years old, and exhibited a simple and interesting mode of teaching primary arithmetic by means of small tangible objects, to pupils of this age. The exercise was entertaining and satisfactory, and well illustrated the natural tact possessed by this teacher of managing children and of fixing their attention upon a lesson.

After this came a teaching exercise by a member of the B class, which exercise, the Principal said, was intended to exemplify one of the many means employed in the institution of teaching the "art of teaching," or the art of communicating knowledge to others clearly and impressively. The subject chosen was the "comparison of adjectives," the Professor remarking that the students to officiate had been apprised of the subject of the lesson beforehand, and had been expected fully to prepare herself for the task. No teacher, he added, could properly conduct a recitation without due preparation. But as he had already mentioned, a special preparation on the part of any of the classes or a knowledge of the particular subjects on which any of them were to be examined beforehand, in order to make a **show** at the public examination, was quite a different thing, and he need not assure them that such a charge from whatever quarter it had emanated, was without foundation. And he spoke for the other teachers as well as for himself. Now, it is but right to say that whoever was at all competent to judge, scarcely required any assurance of this kind, to confirm him in the belief that the eminent Principal of the State Normal School had discharged his arduous and important duties with praiseworthy zeal, faithfulness, and ability. Whoever insinuated anything which might convey the remotest hint that the examination was not genuine, had better, as a true lover of **thoroughness**, have come before the members of the graduating class, to see if they did not know something of what they professed, and allow them to take notes of his lesson and criticise them in return. This, we shrewdly suspect, would be a sufficient quietus. The exercise in question was well conducted, and as usual, the criticisms of the class brought out its weak and strong points, the errors and

defects that had occurred during the lesson (as upon a grander scale in the world at large) being more easily perceived by the on-lookers than by the actors.

In the afternoon, the Professor himself conducted an exercise in the elements of agriculture as it is connected with botany, chemistry, and in some respects with geology. This lesson might have done some of our farmers good to have heard. Among other topics, the characteristics of bad farming were pointed out, such as bad fences, rough and stony ground, undrained land, inferior breeds of cattle, want of system and order, comfortless buildings, old fashioned farming implements, etc.; and, also, the characteristics of good farming, land properly fenced, free from stones, weeds, etc., good and substantial fences and buildings, good implements, superior breeds of stock, etc. The composition and properties of soils and plants were discussed, and the different elements, organic and inorganic, which compose them, minutely described. Much interesting and useful information was brought out by the pupils relating to these and other kindred topics. Under every disadvantage, a great deal of what is known as popular or familiar science had been learned and learned thoroughly. But it is to be hoped that the time will soon come when the Normal School of Minnesota will be supplied with all the means and appliances for teaching agriculture, chemistry, and other kindred sciences.

A class in reading, taught by Miss Timanus, followed, belonging to the second department of the Model School. This class of juveniles first read an old and then a new lesson. They read with fluency, accuracy, and propriety, paying always strict attention to the meaning, and duly observing also the rules for rising and falling inflections. The audience see the most pleasant part of it when they hear those children read so correctly, but they can scarcely realize the labor and patience expended upon a class of this kind.

The afternoon's proceedings closed with a recitation by a class in geography, taught by Miss Lees, subject — South America, which was thoroughly discussed in all its minutest details. It is needless to say that this exhibition was likewise very creditable to the teacher as well as to the pupils.

### THIRD DAY

On the third and closing day the examination of the Normal School was very well attended throughout the proceedings by a most attentive audience, consisting of many of our own citizens, the parents of pupils from a distance, and other friends of education. It is gratifying to notice that, with the exception of the Secretary of State, all the members of the Normal School Board were in attendance. The names of these gentlemen are as follows: Dr. Ford, of Winona, President of the Board, — a gentleman who has ever manifested the warmest interest in the cause—and who attended during the whole examination closely; H. T. Parker, Austin; Mr. Haskell, Afton; Geo. W. Prescott, St. Paul; Mr. Barnes, St. Cloud; and Mr. Buck, Mankato.

After singing and prayer, the proceedings of the Normal School commenced, on Thursday, by an exercise in vocal music. A class of some forty



or fifty children, from the Model School, under Miss Gilbert, sang a variety of beautiful anthems with much spirit and animation, and at the same time very tastefully and correctly. Without this valuable auxiliary of music, an institution like the Normal School would present fewer attractions, and, indeed, possess less real practical utility. Animated by a song, the children go about their tasks with far more pleasure and alacrity, and Music thus becomes the handmaid of Learning.

A class in reading, taught by Miss Timanus, belonging to the Model school, and consisting of a number of small children, some five or six years on an average, was next introduced. Respecting them, it was stated by the teacher that they had been ten weeks under her charge, that they had learned during that time 120 words, and had likewise made some progress in one or two of the primary rules of arithmetic. Further, that most of them had never before been at any school, and that these made the greatest progress. She proposed to illustrate the method followed, by writing on the board simple words, being names of familiar objects, such as a swan, a robin, etc. These objects were then pointed out on an illustrated card, and questions asked regarding their most obvious qualities. The words were then combined into short sentences, and read. In this way the faculties of attention, observation, and expression are cultivated, and the process of learning to read greatly facilitated and rendered far less irksome and monotonous than under the doleful systems still occasionally practiced in some sections of this enlightened country, by "old foggy" teachers far behind the age.

The next exercise was an essay by Miss Sheldon, a pupil of the Normal School, on "Knowledge — Its Acquisition and its Ends." The essay was well composed, well delivered, and displayed considerable thought, reading and natural penetration.

Mr. Farnham, likewise a pupil of the Normal School, about to graduate, next conducted an exercise the object of which was to show the method of teaching the elements of grammar to small children. This lesson showed great liveliness and animation on the part of Mr. Farnham, qualities of the utmost importance to a teacher. His methods likewise were good, as appeared from the favorable criticisms pronounced upon the recitation by his fellow students.

Next appeared a class in reading under Miss Drake, from the Model School, the children averaging about seven years. The reading was animated and correct, and the pronunciation very good.

An essay by Miss Bingham on the "Difference between City and Country Children" followed. The subject was interesting and well treated; the composition was good, and some of the thoughts very suggestive and useful, especially to teachers.

Mr. Sanderson followed with an essay upon "Agriculture." His production, which was highly creditable to a student, was well arranged, clearly and forcibly written, and delivered with eloquence and feeling. It was listened to throughout with much attention by the audience. In the essay pointed attention was drawn to the fact that under the present mode of cultivation, (unless changed for a more rational one,) ultimate ruin to our ag-

ricultural interests was inevitable. We might see the ruin of the West foreshadowed by the exhausted condition of the soil in so many parts of the East. The remedy was to educate the farmer. Knowledge to him was wealth, pleasure, time, and power. Through means of the common schools we can eventually reach the farmer; but, first of all, agriculture, with its related sciences, ought to be introduced into the Normal Schools of the State and be made an essential branch of study by all candidates for the office of teacher.

An exercise on penmanship, conducted by Miss Timanus, in the form of questions addressed to the pupils of the Normal school, followed next in order. It seemed to be generally agreed that the best system of teaching writing yet devised was by the method of combining the eight principles, according to the Spencerian system; and this because that system was found to be the easiest, simplest, the most natural, and, moreover, because it presented the most beautiful forms.

Mr. Farnham followed with an essay on the "English Language." This production was terse, pointed, witty, and comprehensive. Moreover, it was very well delivered, and seemed to please the audience highly. Mr. Farnham alluded to the value of the Anglo-Saxon element as a component part of our language, and the one which formed the pith and marrow of our noble English speech. As English was peer in the hierarchy of language, so Anglo-Saxon was its most powerful and expressive element. Eighty-seven per cent of the words used by Shakespeare were of this origin; and all the leading English writers used a large percentage of the same nervous element. This fact was important to teachers.

Mr. Sanderson next conducted an exercise, the object of which was to develop the principles of musical tones. The students of the Normal School formed his class, and the questions put and answers given appeared to be highly satisfactory.

In the afternoon of Thursday, being the time fixed for the granting of diplomas, there was a very large assemblage collected in the church to witness the interesting and impressive ceremonies connected with the first graduation of Normal School pupils that had ever taken place in the State. The event formed in fact a new era in its history, and was full of hope and promise for the future. The platform was well filled with leading educators and other gentlemen of the first standing in Minnesota, while the body of the church was crowded to the doors with a most respectable and attentive audience. The weather was also very propitious, and the day seemed like one picked from the leafy month of June, and approvingly smiled on the auspicious occasion which was about to give birth to new and powerful influences destined to mould into higher forms of excellence the mental and moral character of our population in "the good time coming."

At three o'clock, Dr. Ford, President of the Normal Board, called upon the Rev. Mr. Burt, of the Congregational Church, Winona, who offered up an earnest and impressive prayer. After some choice vocal and instrumental music, Dr. Ford rose and said they had now arrived at a very interesting period in the history of the Normal School — a period which many of them

had looked forward to with no small degree of anxiety, not unmingled with pride and pleasure — the graduation of the first class. They were glad to see around them so many friends from a distance, as well as those nearer home. They had expected Governor Marshall to be present today, but were sorry to find he could not come. Prof. Phelps here read the telegram, which is as follows:

St. Paul, June 28, 1866.

TO PROFESSOR W. F. PHELPS, WINONA:

Duties here delayed me yesterday until the evening boat, which failed to start on time. I regret it. I don't need to be with you to know that your school is an eminent success. Be assured of my hearty co-operation in whatever its friends deem wise and just in its behalf.

W. R. MARSHALL.

Professor Phelps said the only objection he had to this was that the Governor spoke of the Normal School as "your school." He would have preferred it if his Excellency had said "our school," for it belonged to the State, and not to Winona exclusively. When he labored for its good, he considered he was working, not for Winona alone, but for the good of the whole State. When he advocated its interests he sought to advance the welfare of every section of the country. In building up the Normal School in the city of Winona, he considered himself as equally serving the interests of every locality throughout the whole extent of Minnesota.

Prof. Phelps then read the following note from the State Superintendent of Schools, viz.:

St. Paul, June 23, 1866.

MY DEAR SIR:

I have just returned to the Capital, and am still quite unwell. I fear that I shall be unable to go to Winona on the 28th, as I expected. I regret it very much, and will certainly be there if my health permits. I hope you will have a pleasant time and a large attendance.

With best wishes, I am, as ever yours,

H. C. ROGERS.

#### REPORT OF THE EXAMINING COMMITTEE

Dr. Ford said that those who had attended the public examinations had had an opportunity of seeing with their own eyes what was the condition of the school, and he would now call upon the Rev. Mr. Heath to read the Report of the Examining Committee. The report was as follows:

TO THE HONORABLE, THE NORMAL BOARD OF INSTRUCTION OF THE STATE OF MINNESOTA:

Your committee, appointed to participate in the examination of classes in the State Normal School at Winona, beg leave to report that during the three days occupied in the closing exercises of the school, the members of the various classes have acquitted themselves in a highly satisfactory manner. The examination, though not a review of the entire course of study pursued, has, however, in addition to the branches usually taught in public schools, also extended to some of the natural sciences and their relation to the common arts of life. As illustrative of this, the very creditable examination in chemistry, botany, and geology, as related to agriculture, is worthy of special mention.



An interesting feature of the exercises has been the frequent requirement of some member of the class reciting to assume the teacher's place, and to continue the discussion of some particular department of the subject claiming attention. The facility with which this has usually been done, has proved that a prominent idea of the instructor has been to teach the art of teaching. Also the proficiency of the graduating class exhibited in conducting the exercises of practice classes has furnished indubitable evidence that their endeavors have not been fruitless. The discussion of the various topics that have come under consideration has evinced thoroughness of investigation, and an untiring effort on the part of the teachers in inculcating accuracy, both of thought and expression. We believe the method of instruction — the process of developing thought adopted in the school, to be not only that which is best adapted to create pleasure and to engage attention, but also to be in such accordance with the laws of the human mind, as to prove most effective in the attainment of knowledge, and in rendering that knowledge most available when attained. The true and comprehensive idea that education relates to man morally and physically, as well as mentally, is a prevailing characteristic of the school. Also, another very commendable characteristic noticed is the existence of a deep-wrought, enthusiastic spirit on the subject of right education, among both teachers and pupils. It is that earnestness of heart which is essential to success in any enterprise — a spirit of utmost importance to teachers in any school.

It has been to us a source of unalloyed pleasure to observe that the moral as well as the intellectual influence of the instruction over their pupils has been most healthful and happy, and that the whole tendency of their relations has been to promote symmetrical development of character. In short, the course of training, in our view, is just what is needed to qualify teachers for their work in our public schools. The searching analysis of the class room, the observation of methods of teaching the model classes, with practical application of these in the Practice School, subject to the criticism of teachers and classmates, cannot but prepare the student for efficiency in imparting instruction to others. We, therefore, unhesitatingly assert as our honest conviction, that the interests of popular education demand just such an influence as this school is adapted to exert, and that, consequently, in view of the welfare of our common schools, with all the benefits which must accrue to society from their assuming a proper character, we must earnestly recommend to the patronage of the friends of education in the State this noble institution over which one of the most experienced and successful educators in our land presides, and who is aided in his important work by a corps of highly efficient teachers. In the ardent hope that the gratifying success already attained may continue to gush forth the healthful streams of influence to irrigate and fertilize the present arid field of common school education in our godly State, this is most respectfully submitted<sup>1</sup>.

Winona, June 29, 1866.

M. HEATH,  
P. E. WALKER,  
T. H. GAMMEL.

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<sup>1</sup> Winona Daily Republican, July 3, 1866.

## BRIEF ADDRESSES

Dr. Ford then said that while he regretted the absence of one Governor, he was glad they enjoyed the presence of another, the ex-Governor [Lieutenant Governor] Holcombe,— a gentleman who for many years had manifested the warmest interest on behalf of the institution, and had ever been “instant in season and out of season” to advance its best interests. He would now beg to introduce this gentleman to the audience.

Ex-Governor Holcombe, on coming forward, remarked how very encouraging it was to have at length arrived at this result! It was now eight years since the movement on behalf of the Normal School commenced, and from the first he had never for a moment doubted the success of the enterprise. Looking over the various institutions of the State of Minnesota he did not know one that was to be preferred to the Normal School. It was the *gem* institution. Where could you find anything to compare to this noble work of preparing teachers for the common schools, in the prosperity of which was involved the very life of the country? He had long felt an interest in public education. He could hardly pass a school door in any part of the State without a strong desire to look in and see what was doing. He had attended the public examination of the Normal School, and he thought there could be no blessing to compare to that of having the same high character of teaching in all our schools throughout the whole state. If those who make the laws could only be made to come here and see the splendid results, they would look on with genuine feelings of admiration. Instead of a mere pittance doled out, and that grudgingly, a hundred thousand dollars he considered would not be too much to render the institution commensurate with the grandeur of our future prospects. Such a wise liberality would advertise the state to the world, and bring to us a large return for our munificence in contributing towards so high and worthy an object. He was talking the other day with some gentlemen upon this matter, and he remarked that he would propose a new plank in our political platform, and that was to provide by law that every member of the State Legislature should be compelled to visit the Normal School at least once a year. The speaker then alluded to the cheering prospects before us— our grant for Common Schools being double that of any State east of the the Rocky Mountains, or one-eighth [eighteenth] of the whole property of the state. Encouraged by this and other circumstances, the natural advantages and beauty of our country, together with the climate communicating vigor to the mind and health and energy to the limbs, ought we not to press forward, and use every means within our power of providing for the present and prospective moral and intellectual advancement of our citizens?

The Rev. H. T. Parker, of Austin, was the next speaker. On being introduced by Dr. Ford, he said he had no speech to make. He had learned,



from more than twenty years experience, that it was more profitable to work than to talk. He might say, however, that he was highly gratified with the results of the examination, which had been indeed in all respects a decided success. They were now about to render back to the State something in return for the help they had received from it. After the excellent appearance made by the different members of the graduating class, he had been authorized to pay them the highest compliments in any terms of commendation which he might feel inclined to employ. The appearance made by one and all had indeed been excellent, creditable alike to themselves and to their distinguished Principal and his worthy assistants. The reverend speaker then proceeded to contrast the present with past times in the history of the institution, and the comparison was cheering in the highest degree. A friend the other day had said to him that he wished he might be "born again" "naturally" that he might enjoy the benefit of the superior modes of instruction which were used in this noble institution. There was, in his opinion, no institution in the country to be compared to the Normal School, an institution born in a land of liberty and growth of free institutions. In concluding his remarks, he spoke on the subject of a site and building for the institution, and said that he sincerely trusted, when the choice was made, it would be on a scale commensurate with the majestic proportions of the state which it represented.

Dr. Ford next called on Mr. Prescott, of St. Paul, who said he had no wish to speak, but could not refrain from saying he was glad to bear testimony to the faithfulness and success of the principal of the Normal School. He said he was afraid the citizens of Winona did not sufficiently understand nor duly appreciate the value of such an institution and the privilege of having it in their midst. It was capable of being made of more real advantage to them than all their railways and steamboats. For his own part, he naively observed, he would prefer having it alone in the city of St. Paul than the State Prison, the Reform School, and the Insane Asylum altogether. He then addressed the graduating class in feeling and highly encouraging terms, expressing a hope that they would do the best they could, and wishing them every success in life, he concluded by reminding them of the allegory of a great king who, wishing to raise a marble statue worthy of the splendor of his reign, invited a sculptor to execute his behests. After a while, the artist was sent for, and on being asked to exhibit the product of his genius, replied, "Sire, I have done the best I could. Unable to find marble, I have made the statue of clay." The king replied, "I will complete what you have begun." This saying, he stretched forth his golden sceptre, touched the statue, and lo, the clay fell off and disclosed to view a marble statue worthy of the Gods.

The next gentleman called upon to make a few remarks was Mr. Walker, Superintendent of City Schools, Winona. Mr. Walker said he had merely come to sit on the platform and look on, not to make a speech. Being a pedagogue, he did not belong to the class that were given to making speeches. His business as a teacher was principally to ask questions. Mr. Walker went on in a humorous vein and said he belonged to a rather unfortunate class in

society who are much given to the interrogative form of speech; but while most other people generally got satisfactory answers to the questions they put, the class he belonged to had often to put up with such answers as they could get, which were very frequently far from satisfactory. He hoped the graduates would not get discouraged on this account. They were not without their encouragements, however, if they only did their duty. He had looked on with interest while the public examination was going on, and had observed with pleasure how much food for thought they had extracted from a humble potato in one of their exercises. When they went into the country, the diversified objects around them would present such an exhaustless field for inquiry that they needed never to be at a loss for something fresh to entertain and instruct them. He concluded by saying he wished them much success and happiness in their profession.

The Rev. Mr. Burt, being next called upon, came forward and said, It was gratifying to think that they had such a corps of excellent teachers. He did not mean to say that no teacher could be a good one who did not belong to the Normal School. There were some men who were born teachers, and their diploma was the free gift of nature. But in general, he freely admitted, it was better to regard teaching as a separate profession, just like law, medicine, or divinity. He contrasted the past condition of things with the present, and gave some of his experiences while holding the office of Superintendent of Schools. Some of those to whom he was obliged to give certificates as teachers were scarcely on a par, as to scholarship, with some of the pupils in Miss Gilbert's class. Now, we are to have a different order of things. The only want is how we are to have adequate means of carrying out the objects of the institution. He alluded to the great demand of teachers throughout the State. With regard to the question of locality, he did not attach so much value to that as some others seemed to do. The grandeur and imposing appearance of the building mattered but little, and he hoped that there would be no feeling excited about secondary matters like these. What was wanted was to have the institution properly furnished with all necessary appliances, and then, he said, the citizens will find it though it be hidden in the lowest valley in the State.

After some lively airs sung by the pupils of the School, Prof. Phelps came forward and gave a history of the institution from its first inception, which need not here be repeated. Now, he said, after two years of unremitting toil, we are here today to offer you the first fruits of our labor. He felt too much exhausted by the labors of the last few days to do full justice to the occasion. He said that those who were now to graduate numbered fourteen in all; but, small as this number was, it was a beginning, and would prove a powerful increment for good. The class had gone over no wide field, but what they had learned had been inculcated with vigor and would not soon be forgotten.

## GRADES OF FIRST CLASS

The graduates had been subjected to rigorous written examinations. The results were indicated by figures, opposite each name, on the scale of 100. The names and values are as follows<sup>1</sup>:

Augusta A. Edmunds, Newburgh, Fillmore.....	91
Sophonria M. Taylor, Anoka, Anoka.....	82½
Hattie Langdon, Winona, Winona.....	85
Sarah H. Strong, Cahiln Lacke Center, Martin.....	94
Julia A. Clarke, Winona, Winona.....	86
Geo. J. Sanderson, Cherry Grove, Fillmore.....	90
Lizzie Worthington, Winona, Winona.....	90
Sappho E. Bingham, Dover, Olmstead.....	92
Julia S. Hamilton, Winona, Winona.....	93
Frank E. Farnham, Rockford, Wright.....	98½
Susie A. Leach, Winona, Winona.....	87
Fayette L. Cooke, Rochester Falls, Olmstead.....	94
Clara P. Sheldon, Excelsior, Hennepin.....	97
Annie Sanderson, Cherry Grove, Fillmore.....	89

## NORMAL DIPLOMAS VALID CERTIFICATES

Prof. Phelps here read the law of the state relating to the granting of Normal School diplomas, as follows:

Office of the Secretary of State,  
St. Paul, June 13, 1866.

PROF. WM. F. PHELPS,  
Winona, Minn.

DEAR SIR:—

The following is the clause in the law governing Normal Schools, which relates to the diplomas to be given graduates, being a part of Section 11, Chap. 37, of the Revised Statutes:

All students, after passing through the regular course of study prescribed for the Normal School, shall be entitled to receive an examination as to their qualification to teach in the Common Schools of the State, by the Principal of the Normal School, and if, after such examination, the student so examined shall be deemed qualified to teach in said Common Schools, a diploma shall be given to the student, signed by the Principal of the Normal School and President of the Normal School Board, and such diploma shall be a certificate of qualification to teach in any of the Common Schools of this State for the period of five years from its date, unless sooner cancelled by said Board for cause. The said certificate may be renewed from time to time in the discretion of the said Board.

Respectfully yours.

P. PUSEY.

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<sup>1</sup> These grades have been corrected according to the catalog for 1866-7, p. 8.

## PRESENTATION OF DIPLOMAS

Prof. Phelps then, turning to the graduates, said it now became his agreeable duty to award to those before him the highest honors of the institution — honors which they had well earned by the union of intelligence and industry. They had rendered themselves worthy of receiving their diplomas as teachers, and they would not soon forget the hard tasking of their powers through which they had successfully passed before becoming entitled to those testimonials. The standard was purposely high that none but those well qualified might be able to reach it; and the public would esteem them all the more highly on that account. In parting with them, he wished them one and all every success in life. In their career as teachers, they would doubtless find much to discourage, but let them not be disheartened. They must aim chiefly, not at the applause of the world, but at having the testimony of a good conscience, and the approbation of Heaven, and if their reward is withheld here, it will be reserved for them hereafter. Their motives should be pure, and their aims and aspirations lofty, for they belonged to a noble profession — a profession which, when true to itself, was second to none in the extent and permanency of its influence upon the welfare and happiness of mankind. In fine, he would conclude by using the words of the poet and say:

Thou must be true thyself,  
If thou the truth wouldst teach;  
Thy soul must overflow, if thou  
Another's soul would reach —  
It needs the overflow of heart  
To give the lips full speech.

Think truly, and thy thoughts  
Shall the world's famine feed;  
Speak truly, and each word of thine  
Shall be a fruitful seed;  
Live truly, and thy life shall be  
A great and noble creed.

The diplomas were then presented to the graduates, and ex-Gov. Holcombe immediately thereafter handed to each of them a bouquet of flowers as a gift from some of the ladies of Winona.

Dr. Ford here announced that a reunion would be held in the Methodist church the same evening at eight o'clock, when the graduates would have an opportunity of meeting with the members of the Examining Committee, the State, City, and County Superintendents of Education, and others of our citizens connected with or interested in the cause of public education in the State.



## LAYING THE CORNER STONE OF THE MAIN BUILDING

The nineteenth of October, 1866, was another memorable day in the history of the Normal School. On that day the corner stone was laid with interesting ceremonies by Governor Marshall and others in the presence "of a large and deeply interested assembly, citizens of Winona and surrounding country."

Here again we are fortunate in having a contemporary account:

The ceremony of laying the corner stone of the new State Normal School building took place according to previous arrangement, on Friday afternoon, at three o'clock. The day was delightful. The rain of Thursday had settled the dust, which was becoming quite uncomfortable, and the sun in all his golden glory was shining his benedictions upon the glad earth in seeming approval of the festive occasion. The people were out in their strength and the children in their innocence and beauty. The number present on the grounds we have heard estimated by competent judges at from 2,500 to 3,000. The interest manifested in the proceedings was deep and abiding. We have never seen so large a number of persons, including so many children, at an open-air meeting where such excellent order was observed and such close attention was bestowed upon the exercises to the end, as on this occasion. The fact speaks volumes in behalf of the excellent discipline and the high moral tone which exists in the schools of this city, while it reflects the highest credit upon the capacity and fidelity of the teachers who have charge of them.

At half-past two o'clock, the streets were made merry with excellent music of Prof. Osten's Band, which had been engaged for the occasion, and which, in its own happy style, was thus uttering its notes of warning to our citizens of the near approach of the appointed hour for the proceedings. At a few minutes before three o'clock, the procession was formed in front of the building at present occupied by the Normal School, on Fourth street, under the direction of C. H. Berry, Esq., as Marshal of the day, assisted by Mr. P. P. Hubbell. The line was formed promptly and without the slightest confusion, and was ready to commence its march at precisely three o'clock, the hour appointed. The procession, which extended through the distance of about four squares, moved in the following order:

1. Osten's Band.
2. The pupils of the several departments of the State Normal School, preceded by their teachers.
3. The Superintendent and Teachers of the City Public Schools, followed by the pupils of the High and Grammar schools.
4. Officers and members of the St. Cecilia Society in full force.
5. Officers and Members of the Board of Education of the City of Winona.
6. His Honor the Mayor and the Common Council.
7. The Prudential Committee of the State Normal School.

8. His Excellency Governor Marshall and the President of the State Normal Board.

9. The Speakers for the occasion.

10. Citizens and strangers.

The route of the procession was up Fourth street to Johnson, and down Johnson to Sanborn street. Arriving at the front line of the building site, the procession was halted and "opened to the right and left" through its entire extent. This movement was executed under the order of the marshal with a promptness and precision that would have done credit to veteran soldiers. Preceded by the Band, the procession reversed its order, Gov. Marshall and the gentlemen composing the public bodies heretofore specified, moving with heads uncovered through the long files of happy children to the front, to the places assigned them, the boys raising their hats and the girls waving their handkerchiefs, along the entire line. This portion of the ceremony was impressive and beautiful to look upon. After the public officers and speakers had reached the platform in the immediate proximity to the northwest corner of the main tower, at which point the stone was laid, the pupils and teachers of the respective schools, preceded by the Saint Cecilia Society, continuing the movement in reverse, passed in perfect order to their respective positions within the lines of the excavation made for the edifice, while citizens in great numbers stood on the embankment surrounding the excavations, giving the appearance of a vast amphitheatre filled with the interested spectators of a pleasant and happy scene. The assembled multitude was called to order at about twenty minutes past three o'clock by Dr. John D. Ford, President of the State Normal Board, who spoke as follows:

#### ADDRESS OF DR. FORD

FELLOW CITIZENS:—

We have met here today to perform the important and agreeable duty of laying the corner stone of the First Normal School edifice in this, our adopted state of Minnesota. Recognizing the truth that the stability of a republic depends upon the virtue and intelligence of **all the people**, the Legislature of the state, at an early day, authorized the establishment of Normal Schools for training the teachers of the rising generation in our midst. Eight years have passed away since this beneficent movement was inaugurated, and we are now about to mark an era in the substantial progress of the great enterprise for which some of us have labored so long and so earnestly. Let us all endeavor to appreciate the importance of this work to the future welfare and happiness of the millions who are to people our vast prairies and carry forward the manifold interests of a free and Christian society. It is only through qualified teachers that our free Common Schools system can be made to fulfill the end for which it has been established; it is only through qualified teachers that we can secure the economical application of our munificent school fund to the noble purposes for which it has been created.

We who are officially connected with this institution have been led by long experience to appreciate the value of trained teachers. We regard that

system which ought to furnish every child, rich and poor, with a wise and generous education, as lying at the basis of all that excellence which we may reasonably hope for in the future, and we believe that we cannot provide too liberally for the special preparation of those to whom are entrusted the weightiest of human responsibilities. Let me ask you to observe with what care the architect and superintendent of this building have labored to lay its foundations broad, and deep, and strong; and let me urge you to see to it that the great Training School for teachers, for whose accommodation these massive walls are about to rise toward the heavens, ever commands your most hearty sympathy, and generous, unwavering support.

These remarks were followed by the performance of a choral from Mendelssohn's celebrated Hymn of Praise, by the Saint Cecilia Society, in its best style. A most appropriate and impressive prayer was then offered by the Rev. D. C. Lyon, of the Presbyterian Church, after which the band played one of its most effective pieces, and Pres. Ford introduced His Honor, Chief Justice Wilson, of the Supreme Court of the State.

#### ADDRESS OF JUDGE WILSON

FELLOW CITIZENS:—

In establishing this early a State Normal School, I think our state shows a wise appreciation of both its duty and its interests.

The different forms of government may be arranged in two classes—one based on the theory of a superior ruling class or classes—the other on the theory of the equality of all. To the former the erection of a Normal School could hardly be considered an omen of good, but to the latter, it is full of promise of lasting good and prosperity. With equality of education, the perfect and unqualified equality of the different classes and orders of society must soon be admitted, and without equality of education the perfect equality of the different classes could not with truth be affirmed. Knowledge, which is acquired by education, is power; and power given to one class and withheld from another must make the latter essentially inferior to the former. Our government, being based on the theory that all men are by nature equal and entitled to equal rights and privileges, as a logical sequence holds to the necessity of the education of the masses. The Common School, if not the foundation, is a main pillar of such a political system, and the establishment of the Normal School is only an attempt to make more perfect and effective the common school. When we think of the number of teachers to be sent out annually by such an institution to labor in the different counties and towns of the State, we cannot fail to be impressed with the great influence it is destined to exercise.

No particle of matter is ever lost or destroyed, says the philosopher, and to the truth of this proposition we must assent. It is equally true that words of wisdom and instruction are never lost—never die. The recipient is merely the medium to transmit them to others, and thus by individual after individual, generation after generation, their influence will be felt. The influence of the teachers sent out from such a school will in effect never die. A, and B, and C. will sink beneath the stream of time, but they will



have communicated to successors their spirit, their zeal, and their influence, and thus they will live in perpetual metempsychosis, animating other forms and shedding their influence and the influence of the institution that educated them, on untold numbers of future generations.

I know of no other institution that will reach the people so generally as the Normal School. It will reach directly every common school and thus nearly every household in the state. Time cannot tell the increase it will make to our store of knowledge, of patriotism, and of virtue. Vice and degradation are the concomitants of ignorance. Uneducated mind is truly said to be educated vice, and if the state will not build schools, it must build the house of correction, the prison, and the almshouse. The statistics of crime fully prove this. But not only this, it must inspire every citizen with feelings of patriotism, which can only be done by education, or else it must keep a standing army to guard it from the hordes of ignorance who are the slaves of their own passions or the dupes of crafty, wicked, selfish leaders. Who believes that if the common school had been an institution of the South we would have been cursed by the late rebellion that has filled the land with mourning and baptized it in blood? Aye, who that thinks does not believe that, had the common school not been an institution of the North, treason would now be triumphant and true freedom and good government prostrate? The stability and perpetuity of a free government can only be secured by general education.

It is truly said that he who makes two blades of grass grow where but one grew before, is a public benefactor — but if this is so, what shall be said of the state, the institution, or the individual, that gives two ideas to him that had but one before — that doubles our capacity for true enjoyment and usefulness, and our ability for good; that displaces the tares and weeds of ignorance, vice, intemperance, and lawlessness, by the fragrant blossoms of intelligence and virtue and the ripe fruit of sobriety and good order? The option is presented to every state either to educate and elevate its citizens and thus make them a law unto themselves, or else to build jails, keep standing armies, and rule by terror and the sword. Our State has wisely chosen the former course. Happy the citizen of such a State. In this, our youth, we have taken a position in the very front rank of the great army of progress. This corner stone is a pedestal that will elevate our people — this institution, if properly conducted, will be a support and an honor to the state.

Our common school system has heretofore done much, but it might have done and can do much more. I doubt not but that with the aid of Normal Schools, its efficiency and usefulness may be doubled, especially outside of the cities and larger towns. I am, therefore, most heartily in favor of a liberal support of Normal schools by the state. The state as a foster father appreciates, and will doubtless continue to appreciate, the fact that it is its duty to see to it that each of its children is supplied with food for the mind — for intellectual and moral life as well as physical. Our Creator has endowed man with faculties which, when properly improved and cultivated, make him but little lower than the angels, but, if perverted, sink him



nearly to a level with the demons. The state that intelligently and liberally fosters its institutions of learning — especially its normal schools — the auxiliaries of the common schools, not only adds to its physical, intellectual, moral, and political strength, but it aids in elevating our common manhood to the proud position that the God of nature intended it to occupy; but that state which neglects the education and cultivation of its citizens will cause humanity to mourn because it has been robbed of its birthright. No state in the union, I believe, has, at our age, taken such an advance step, and thus, therefore, as a citizen of Minnesota, I point with pride to the position of our state on the subject of education. But it must be remembered that within but a few years the cause of education has gained much ground. Normal schools have been until recently looked on with favor but by the most liberally educated minds; but they are generally now recognized as a necessity.

I hope the foundation of this building will be laid broad, and deep, and strong. You and I, and all of us here present, this generation, will soon pass away, but the influence of such a school will not die with its founders or builders, but will go on, and on, and on, from generation to generation, humanizing and elevating, and ennobling its thousands upon thousands.

#### REMARKS OF PRINCIPAL PHELPS

The Principal of the Normal School, Professor Phelps, now stepped forward in response to the call of the president of the Board, holding in his hand a tin box, ten inches long by seven in width and four and a half in depth. He spoke in substance as follows:

FELLOW CITIZENS: —

I am commissioned by the Normal Board to take the initiatory step in the performance of the special duty of this joyous occasion. The box which I hold in my hand, and which is to be deposited in the receptacle provided for it beneath this corner stone, contains some interesting documents, manuscripts, and memorials, many of which may be deemed in a measure emblematic of the principles that are to shape the policy and mould the character of the noble institution of learning whose walls are to rise upward from this spot. These memorials we would transmit to the latest generations as a pledge of our devotion to the great cause in whose interest this vast throng has assembled in the beautiful sunlight of this Autumn day. We would thus send our voices downward echoing through the corridors of time, imploring our posterity to be true to the great doctrine which itself forms the corner stone of republican institutions, and without a faithful adherence to which the cause of human liberty must perish from the earth. This box, which his Excellency the Governor will soon consign to its resting place in the firm foundations of this edifice, contains —

1. A copy of the Sacred Scriptures.
2. The Declaration of Independence of the United States of America.
3. The Constitution of the United States.
4. The Act organizing the Territory of Minnesota.
5. The Constitution of Minnesota.

6. The act of admission into the Union.
7. The act establishing the State Normal Schools.
8. The Common School Laws of the State as now in force.
9. A copy of the Daily Republican and of each of the weekly papers of this city.
10. Reports of the State Normal School since its re-organization in 1864.
11. Specimens of the Postage Stamps of all nations, kindly furnished by Messrs. Maverick & Brother of this city.
12. Specimens of the Postal Currency and of the Coins of the United States.
13. The Constitution, By-Laws, and First Annual Statement of the Board of Trade of the City of Winona, together with the Card of the United National Bank, contributed by Thomas E. Bennett, Esq., President of the Board.
14. Manuscripts with the names of the Governor, State Officers, Chief Justice, and Associate Justices of the Supreme Court of the State.
15. The Roll of Officers and Members of the Legislature of 1866 by which the first appropriation for this building was made.
16. The names of the State Normal Board, the Architect of this building, the Superintendent of construction and Master Builder.
17. A catalogue of the Instructors and pupils in the several departments of the Normal School.
18. The names of the Mayor and the members of the Common Council of the City of Winona.
19. The names of the Board of Education, the City Superintendent, and teachers of the public schools of the city.
20. And last, but not least, the Constitution and roll of Members of the Saint Cecilia Society, who have honored us by their presence and favored us with their splendid musical performances, so grateful to our tastes and sympathies on this memorable occasion.

This box and these precious memorials, I have the honor to place in the hands of his Excellency, the Governor of the State, who will now proceed to the performance of the further duties of the hour.

#### GOVERNOR MARSHALL'S ADDRESS

Governor Marshall, having been introduced by the president of the Board, received the box at the hands of the principal and said:

"I now proceed to the agreeable duty assigned me on this occasion, and consign these memorials to the receptacle prepared for them beneath the corner stone of this edifice."

Descending from the platform the Governor then deposited the box in its resting place and resuming his position on the stage spoke in substance as follows:

The duty is devolved on me of depositing in the receptacle prepared beneath the corner stone that we lay, the documents just enumerated. It is appropriate, in laying the foundation of an edifice devoted to the use of

an institution that is to train teachers for the children of the state, that these documents and records should be placed beneath the corner stone. They fittingly symbolize the principles that underlie the institution whose edifice we rear. As education, enlightenment of the mind, lies at the foundation of our governmental institutions — of all successful free governments — as the stability of our political institutions depends on the education and moral elevation of the people — so we, in raising a structure to be consecrated to the great work of improving and diffusing education, of elevating the standard of popular education, by reciprocal significance place beneath its corner stone the Bible — the source of religious truth, these charters, fundamental laws, and other records of our free and beneficent institutions.

As we here lay the foundation of this building, so correspondingly are we, by our laws, public opinion, and social habits, laying the foundation of the future character of the millions that are to dwell after us in this beautiful land. And as we shall here see a material structure rise, in beauty of proportion and harmony of parts, so let us seek to build, and let us hope to see rise, from our efforts, a social structure founded upon an educational system that shall be grand in proportions and beautiful in symmetry. As we lay deep and broad the foundations of this building, so let us lay deep and broad the foundations of common schools, of free education to every child of the state. It is a beautiful sight, on this calm, bright Autumn day to see this concourse of enlightened, Christian people gathering here for such a purpose, where but a few years ago the wild and savage man was the sole possessor. I congratulate you on this auspicious commencement of a building that will be an ornament to this city and an honor to the state and assure you of my earnest co-operation in advancing this good work.

### PLACING THE CORNER STONE

At the conclusion of this address, the Governor directed the workmen, who were standing in front of him, to place the corner stone in position. The stone was standing on edge, in line with the position it was to occupy, and at the word it was turned over on its face and accurately adjusted on its natural bed over the cavity in the first course above the concrete foundation, which at this point is thirty-two inches thick. This concrete is composed of a mixture of coarse sand with gravel, lime, and cement, and is already very compact. It will soon be as hard and unyielding as the rocky layers above it. The corner stone, which was selected with excellent judgment by Wm. S. Drew, the superintendent of the work, is three by five feet and seven inches thick, and a fine specimen of the cream colored magnesian limestone which forms the bulk of the "everlasting hills" that guard our city from the fierce winds of the prairie land beyond us. The adjustment of the massive stone having been completed by Mr. Edwin Elkin, and his assistants, the Governor then said, "I now declare the Corner Stone of the Building for the First State Normal School of Minnesota to be securely laid." The superintendent of the work then rose and proposed three cheers for his



Excellency, the Governor, and the Normal School of the state. This call was heartily responded to by the immense crowd, and the Saint Cecilia Society at once executed that splendid choral from Mendelssohn, "Hail, America!"

### REMARKS OF MR. DUNNELL

At the conclusion of the performance President Ford introduced Hon. Mark H. Dunnell, of whose speech we regret that we are able to present only a brief extract as it was extempore and we were not in a position to report it in full.

Mr. Dunnell said:

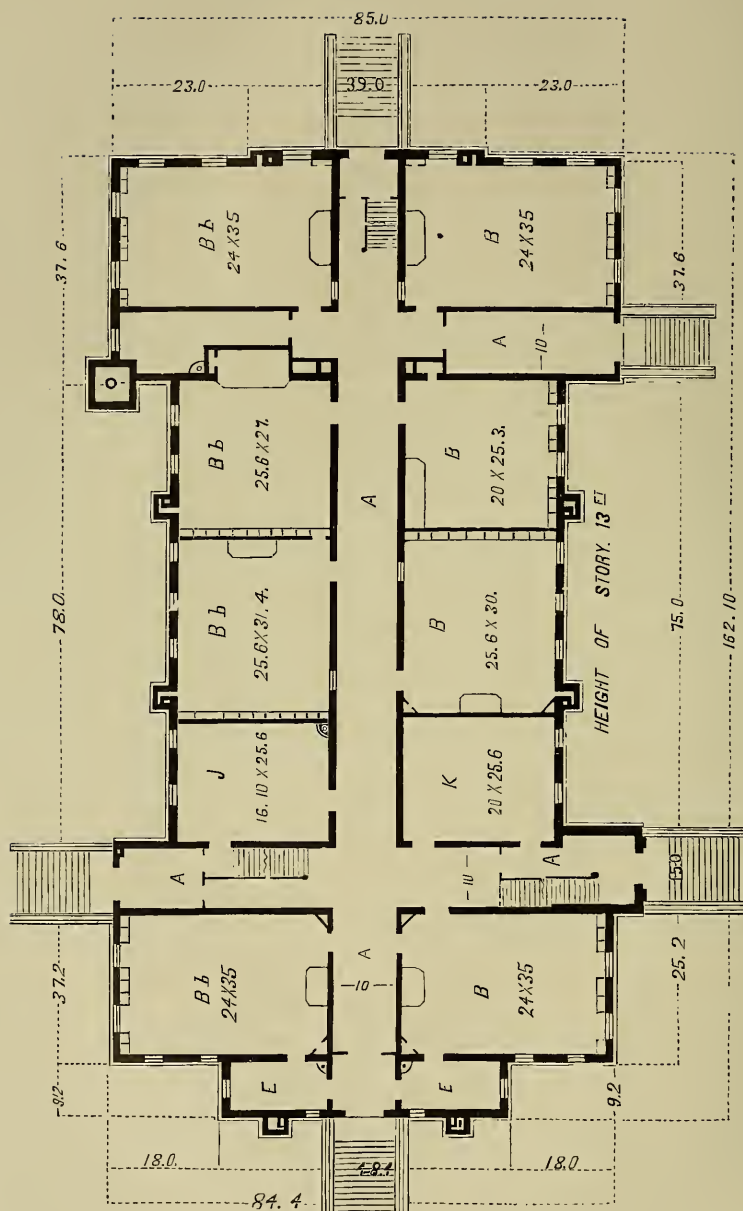
FELLOW CITIZENS:—

In all Christian and civilized lands monumental piles are erected to mark the spot where great and heroic deeds have been performed. From the heights of Bunker Hill, Gettysburg, and Antietam, massive columns rise upward to tell posterity of the brave one who perished there that their country and that liberty might live. On the shore of one of the great lakes of this mighty West we perpetuate the memory of a Douglas, whose towering and massive intellect commanded the "applause of listening Senates" and challenged the respect of an admiring people; while afar in the East, by the great ocean, the marble shaft, chaste and elegant, stands over the place where an Everett reposes in his honored grave. Thus we herald forth the virtues of individual men, and hold them up to be the instructors of our youth through all coming time. Individuals may raise to themselves monuments more enduring than stone or brass; and a state may perpetuate its glory and power in a manner more enduring than through its railways, its rivers, its manufactures, and its arts; for the spiritual is imperishable, while the material decays and leaves no trace of its grandeur on the scroll of time. And so the state's best, most enduring, monuments are embodied in the noble list of her humane and literary institutions. The unfortunate, the lame, the halt, the blind, the insane, are the state's first care; and then those fundamental institutions which art, as a preventative of the ills that afflict our race, must claim the solicitude and steadfast sympathy of the Christian statesman. Such is our common school system, with its auxiliary, the Normal Training School, in which the character of the educators of the people is to be cast and the success of the common school more fully assured.

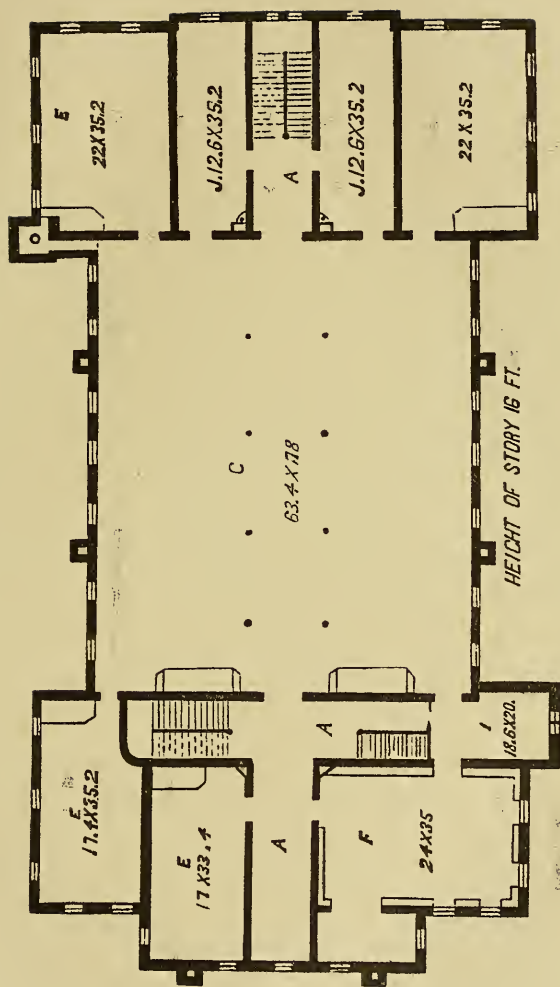
We are glad that the state at large is represented here today in the person of its Chief Magistrate. We welcome him, not only as the highest executive officer of the state, but as an earnest friend of the great work of enlightenment which we are here today to encourage and promote. May these foundation stones bear up the state's best monument; and hither, when we who are here assembled shall have passed to that rest which awaits all the sons of mortality, may the ingenious youths of the state come in endless procession to be fitted for the sublime work of training each rising generation to the duties of a useful and noble life.



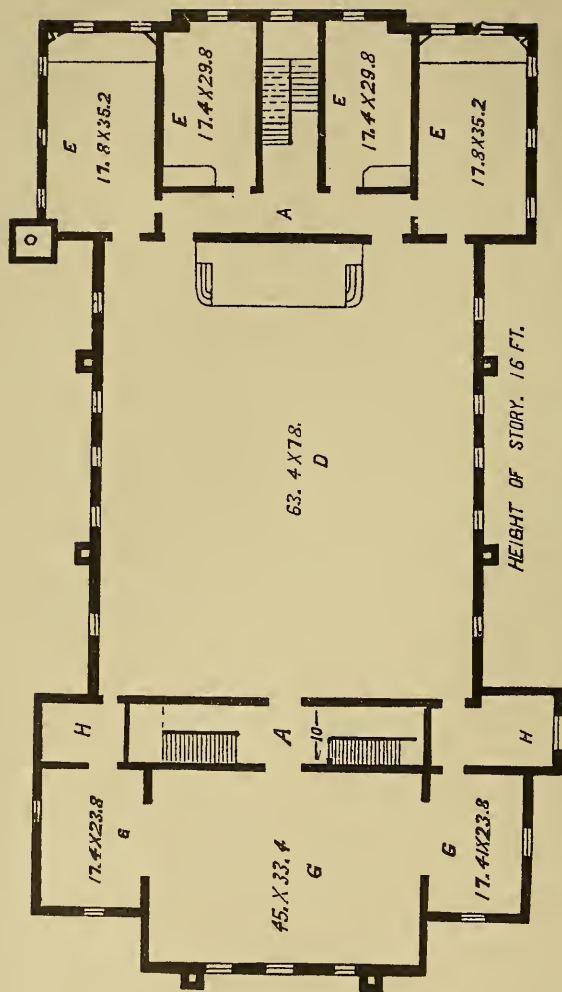




ORIGINAL BUILDING, 1869, FIRST FLOOR PLAN



ORIGINAL BUILDING, 1869, SECOND FLOOR PLAN



ORIGINAL BUILDING, 1869, THIRD FLOOR PLAN



### CONCLUSION OF THE EXERCISES

At the conclusion of this eloquent speech, to which very inadequate justice has been done in this report, the assembled multitude joined in the Doxology — "Praise God, from whom all blessings flow." The benediction was pronounced by the Rev. A. Gale, of Minneapolis, Secretary of the Baptist State Convention.

The band now struck up the patriotic air, "We'll Rally Round the Flag, Boys," in the midst of which the multitude dispersed, delighted with the ceremonies which we have described.

The event is one long to be remembered, and we doubt not will often be reverted to by many of its participants as a sunny spot in the experiences of life, and as marking an important era in the history of popular education in our state. Great credit is due to the marshals for the prompt and admirable manner in which all the details of the exercises were planned and executed, as well as to all the prominent participants in the proceedings, for the excellent taste and good judgment displayed in the performance of the duties which devolved upon them.

### THE CONSTRUCTION OF THE BUILDING

The foundation was erected under the direction of the Prudential Committee, consisting of Dr. Ford, Hon. E. S. Youmans, and W. S. Drew. Mr. Drew was appointed superintendent of the work, and gave it his personal and efficient supervision thruout 1867 until the basement walls were completed and made ready for the superstructure.

In the spring of 1867 an appropriation<sup>1</sup> by the Legislature of \$50,000 for building purposes was secured, largely thru the influence of Hon. Wm. H. Yale, then in the state senate. Only one-half of this amount was appropriated for the first year. The citizens of Winona cashed the orders of the Board for the other half, making the entire sum available for immediate use. The building was occupied by the school September 1, 1869, and completed in the following December.

### DESCRIPTION OF THE NEW BUILDING

The following description of the building is taken from the report of the principal of the Normal School for 1869:

The general form of the building is that of a cross. The main edifice is 63 x 78 feet; the wings are each 50 x 75 feet. The basement story is 10 feet high; the first story is 13 feet; the second is 16 feet; the third, 19

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1 Act of March 7, 1867. General Laws of Minnesota, 1867. Ch. V, p. 5. See Appendix.

feet, and the fourth story of the west wing is 28 feet to the crown of the ceiling at the base of the sky lights. The southeast corner of the west wing terminates in a ventilating shaft 8 x 8 feet and 105 feet high; and the northeast corner of the east wing terminates in the main tower, 15 x 15 feet at base and 130 feet high. The building is of red bricks, with facings and trimmings of a drab-colored calciferous limestone. Its beauty is due not to superfluous ornamentation, but to the harmony of its proportions and its massiveness. Through the basement there is a corridor 10 feet wide running through the center from end to end. The first story has a main corridor 10 x 166 feet, running entirely through the building. This is intersected by cross-corridors extending from the front to the rear entrances. On the north side of the main corridor there are four large schoolrooms for the use of the model classes. On the right of the entrance of the main tower there is a reception room, 20 x 25 feet. On the opposite or south side of the main corridor the rooms above described are duplicated. Opposite the reception room is a gentlemen's cloak room. In the main building, in the second story, is the normal school "assembly-room;" its dimensions are 63 x 78 feet. In the east wing, beginning with the main tower, we find the principal's office, the library, and two large recitation rooms. In the west wing are two large recitation rooms, one in each corner, and two large wardrobe-rooms for ladies, each 12 x 35 feet, communicating with corridor and assembly room. In the third story of main building we have "Normal Hall," capable of seating 800 to 1,000 persons. In the west wing, and connecting with corridor and Normal Hall, are four recitation rooms. The east wing is occupied by a suite of rooms connected by open arches designed to be used for a museum.

In the fourth story of the west wing there are two rooms, 32 x 35 feet each, separated by a corridor and with a ceiling extending to the crown of the roof, 23 feet in height. These rooms are lighted by skylights, and are intended for a gallery of art. The steps at each of the five entrances of the building are of massive, solid masonry, and are of easy ascent. The corridors at each extremity are entered by spacious vestibules. The stairs leading to the several stories are easy of ascent, the risers being seven inches each, and the treads, which are very wide, being made of solid two-inch oak plank, finished in oil. The heating and ventilation of the building are upon the plan known as the Ruttan system. There are seven furnaces properly located in the basement. Underneath the furnaces the cold air from without is introduced through ducts having an area of section equal to from eight to ten square feet each.

The plans of this building were subsequently adopted, with little change, for the State Normal Schools at Buffalo, New York, Carbondale, Illinois, and at Emporia, Kansas. It should be stated that the admirable adaption of this building to the existing and prospective wants of the school, and its nearly faultless construction, were largely due to the experienced judgment, wise forethought

and energetic management, of Principal William F. Phelps, who was permitted to enjoy the fruits of his zealous labors, and to carry forward in this building his plans for the organization of a normal school of national reputation, until he resigned this position in 1876.

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### TOTAL CONTRIBUTIONS AND APPROPRIATIONS FOR BUILDINGS

The following is a summary of the contributions made by the citizens of Winona to the school and building:—

Original subscriptions of \$7,000 to secure site, with appreciation in values.....	\$10,000
Subscription for purchase of block 4, Sanborn's addition...	5,000
Donation by city of block 3, Sanborn's addition.....	6,000
The vacation of street and alleys.....	2,500
Cash in bonds of city.....	15,000
Use of city building for eight years, and furnishing expenses	4,000
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Total Contribution.....	\$43,000

The cost of the buildings and furnishings, together with the grounds, has now reached (either expended or now appropriated) \$445,000.00.

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### SOLDIERS' ORPHANS IN THE NORMAL SCHOOL

In accordance with a plan proposed by Principal Phelps, the Legislature in 1871 passed an act establishing in Winona the State Soldiers Orphans Home, and providing for the education of the children in the Normal School.<sup>1</sup> This plan proved to be a wise and economical one for the State, and of the greatest value to the children. More than one hundred of the soldiers' orphans received training for several years in the model and normal departments. A large number completed the entire course and later filled important positions in the schools of the state.

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<sup>1</sup> This statement is not strictly correct; for the details of the Soldiers Orphans Home and its relations to the Legislature and the State Normal School, see History of Winona County, pp. 905-910. Margaret Simpson, mother of Hon. George Simpson, the present Attorney General of Minnesota, did much to make a success of the Soldiers Orphans Home.

### EXPANSION OF THE SCHOOL AT WINONA

The time at length arrived in the development of its plans when the school could employ its own graduates in its own teaching force, when the principles and methods it had taught became, as it were, self-perpetuating. The founders of the school had in its early stages, conceptions of education that arose above the elementary process and stages. They had glimpses of manual training and of learning by doing, altho these ideas had hardly dawned upon the popular mind; and they had plans for discipline and character-building that were never dreamed of in the philosophy of the multitude, or of the servile trading politicians. As a result of these considerations, the instructors began to provide for hard work, for the training of both hand and eye, and for actual experimentation and manipulation in laboratory and shop. As a preliminary, they watched and studied their students to discover their aptitudes and tastes. This study led to the selection of three young men who were urged to go to Boston for special preparation at the Massachusetts Institute of Technology. These men were John D. Lord, Clarence M. Boutelle, and Charles A. Morey. The first was to choose for his specialty drawing, to be pursued at the Art School. The other two, Messrs. Boutelle and Morey, were to study for two years at the Institute of Technology, Mr. Boutelle upon mathematics, theoretical and applied, Mr. Morey upon physics and chemistry, in laboratory and shop work. As an inducement for this advanced study, each, it was agreed, should be added to the faculty with a salary of \$800 per year, a small recompense, it is true; yet not so small as might at first appear, for those were days of low prices. This proposition they accepted with enthusiasm, studied the allotted time, and became successful teachers, experimenters, and workers, in their respective spheres. This was the beginning of manual training, laboratory, and shop work in the Winona School, before those advanced ideas had gained a foothold in the community. All of these noble, loyal, young men have worked and lived out their day and have gone to their final reward. Each left his impress upon his Alma Mater and upon the schools of the state, and their memories will be cherished by all who came under their influence.



## NEGLECT OF LEGISLATURE TO MAKE APPROPRIATIONS IN 1876

The growth of the school in numbers, in reputation, and in all the characteristics of an excellent training school for teachers, continued without marked interruption until the Legislature in 1876, partly by design and partly by neglect, failed to make the usual annual appropriation for the support of the three Normal Schools of the state<sup>1</sup>.

The Normal Board was called in extra session. During that meeting several propositions to close the schools at once were voted down by a bare majority. The opposition to these propositions was led by Hon. Thos. Simpson, the resident director at Winona. What he had to say to the Normal Board was made a permanent part of their record and is of interest in this connection.

### RESIDENT DIRECTOR SIMPSON'S ADDRESS TO NORMAL BOARD

TO THE STATE NORMAL BOARD,

GENTLEMEN: —

The unexpected failure of the Legislature to provide for maintaining the State Normal Schools invests with the gravest responsibility any action which you or your official representatives may take in relation thereto.

The character and condition of the school at Winona will perhaps fully represent the embarrassments of all these institutions of the state affected by the legislature referred to. For reasons not now necessary to state, the Normal School at Winona has been rapidly filling up with students during the current school year, so that the capacity of its large building has been nearly reached in the Normal department, and of this large attendance not less than 93% is from all portions of the state beyond the immediate locality of the institution. The school has been compelled to adopt the policy of excluding from its advantages those who wished to pay tuition and who did not desire to take the required obligation to teach.

This large attendance of students in the Normal department is therefore composed of those who are earnestly, faithfully, and conscientiously preparing themselves to teach in the common schools of the state, and more than 95% of whom are the sons and daughters of the laboring classes, which classes are not burdened with a surplus of means, but who will, with their training in the Normal Schools, be preeminently fitted for instructing the children of the masses under our common school system because of their sympathy with them. The institution has not been able to increase its teaching force, notwithstanding this large addition of students, and the faculty have been taxed to their utmost, some of them having already broken down

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1 In this Legislature also it was proposed in a spirit of some seriousness and of greater ridicule that the Normal Schools should be turned into inebriate asylums.

from over exertion, while in other respects the expenses have been necessarily increased. The question is now confronting us as a Board, what can we do in this emergency? What action shall we take to relieve these institutions committed to our charge from this unexpected embarrassment?

We cannot if we would, and would not if we could, incur any indebtedness to relieve these schools beyond the amount appropriated. Shall we close the schools? Shall we turn these hundreds of most worthy students out of these state institutions while at so much sacrifice they are preparing themselves to serve the state in its highest interests so efficiently hereafter? Shall we send them back to their homes without the aid solemnly guaranteed them by the state when they entered these schools to prepare themselves for their chosen profession of teachers?

Most of them have formed their plans and arranged their affairs to take the full course prescribed by the state and have entered into contracts in view of their attendance at these schools to secure this preparation, and who will estimate the great wrong done to the five hundred student teachers now in actual attendance in these institutions if they are suspended even temporarily under the circumstances, and is it a wonder that these students are filled with amazement and disappointment at the prospect of closing these schools?

Since the adjournment of the Legislature much has been said by the press of the state and otherwise, for much can be said of this act, as a wrong done to the honor and credit of the state and the cause of popular education, but in this statement I confine myself exclusively to showing the irreparable injury which would be done to these students who, I know, have your sincere sympathy and interest in their earnest and noble efforts to qualify themselves to become your most faithful coadjutors in the cause of popular education in this young and rising commonwealth. Again, in view of these facts, and our duty to the young men and young women of our state in these institutions, will we be sustained by the public sentiment of the state in doing our utmost to secure the continuance of these schools?

From assurances received from all parts of the state, I am satisfied this Board will be amply sustained in any proper action it may take in this emergency. It can be but temporary, as it is quite apparent that the failure of the Legislature to make provision for the past winter was not the result of determined hostility to them, but rather of inadvertence or omissions. Among others who have expressed a great interest in the continuance of the school at Winona, we should mention the trustees of the "Soldiers Orphans Home," who have had nearly one hundred of their wards in the school receiving benefit with but little charge for many years, and they would regard the suspension of the school as a great misfortune to that institution, as it would leave them without any opportunity of providing educational facilities for the children under their charge.

In conclusion let me urge that in some way, even though it be upon conditions almost degrading to the honor and good name of the state in the way of curtailing expenditures, let us prevent the disaster of closing or suspending these institutions<sup>1</sup>."

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### ACTION OF THE BOARD

Finally the Board took action which was intended merely to give the Normal Schools a chance for continuance if they could find any means of existing without involving the Board or incurring a debt. It was really a life and death struggle with the Normal Schools of the state. Had they been closed then they would have remained closed, perhaps for some time. The action of the Board availed little; it said "Live if you can, but don't involve us."

The following are the resolutions offered by President Sibley and adopted by the Board:<sup>2</sup>

Whereas, This Board finds itself embarrassed by the failure of the Legislature, at its last session, to make the appropriation asked and requisite for the support of the three Normal Schools; and,

Whereas, The Board would regard the closing of the schools as a public calamity, to be avoided if possible; therefore,

Resolved, That the Resident Directors and Principals of said schools are hereby authorized and directed to continue the said schools in operation until the money applicable thereto shall be exhausted;

Provided, That each school or either of them may be temporarily closed and thereafter opened at the direction of the Resident Director and Principal of said school, if required by a lack of funds to do so.

Provided further, That no authority is intended to be bestowed by this Board upon any party or parties to create any obligation on the part of the Board, or of the state, beyond the appropriation already made and applicable to the support of the Normal Schools.

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### HOW THE SCHOOL WAS KEPT OPEN

Liberal-hearted citizens of Winona offered to advance money to carry on the school, but this could not be accepted under the action of the Board. General Sibley, the president of the Board, resigned. Mr. Simpson, the resident director at Winona, was chosen president. He determined that the school should not go down. He made a temporary reduction of the teaching force,

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<sup>1</sup> Original Minutes, pp. 177-179.

<sup>2</sup> Ibid, p. 179.

some abatements of salaries, and some extra charges for tuition. He appealed to the Board (Hon. O. B. Gould and Mrs. Thomas Simpson) of the Soldiers Orphans Home, who generously responded by paying tuition for the pupils under their care. By these means, (supplemented, some say, by a cash contribution from Mr. Simpson's own pocket) the school was kept in vigorous operation until the following year.

His own account of the matter in his report for December 5, 1876, is here given:

Under this action of the Board, the schools have been kept in operation, and will continue until the Legislature shall adopt some definite policy in regard to their maintenance. By temporary reductions of teaching force, by abatements of teachers' salaries, by certain extra charges for tuition in the model and preparatory departments, and by other expedients **which cannot be continued or repeated**, the Normal Schools at Winona and St. Cloud will be able to continue in successful operation until January 1st, 1877, without incurring any indebtedness or liability. The school at Mankato will also be kept in operation to the close of the year, but at an expense or obligation, mainly due the teachers of that school, who, although fully aware that no obligation or liability could be created in their favor, yet appreciating as they did the great loss to the state and the school, if it should be suspended, very magnanimously volunteered to continue the school in operation until the Legislature should convene, and upon a full statement of the facts, trust to its liberality and fairness to make them just recompense for their faithful and valuable services rendered the state

As may be inferred from the above quotation, the action at Winona had much to do with inspiring a like spirit and determination on the part of the local management of the schools at Mankato and St. Cloud.

The effect of this policy of the Board was to secure for the schools the heartiest confidence and support of the next Legislature, which not only restored the former appropriation, but made it permanent<sup>1</sup>. Thus the crisis which threatened the extinction of the schools proved to be the occasion and the means by which they were established more firmly than ever and put beyond the danger of embarrassment thru Legislative inaction.

During the summer of 1876 Principal Phelps had resigned to accept the presidency of the State Normal School at Whitewater, Wisconsin. At a meeting of the Normal Board December 6, 1876, the following resolution was unanimously adopted:

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<sup>1</sup> Act of February 14, 1877, General Laws of Minnesota, 1877, Ch. 164, p. 256. See Appendix.







CHARLES A. MOREY  
Principal, 1876-79

"RESOLVED: That we take pleasure in bearing testimony to the ability and earnestness with which Prof. W. F. Phelps has discharged his duty as principal of the Normal School at Winona for the last twelve years. The school is largely indebted to him for its efficient organization and for its success. We regard him as an ardent and able educator, and we desire that in his new position he may meet the favor of which his talents and experience render him worthy."

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### ELECTION OF CHARLES A. MOREY AS PRINCIPAL

At the same meeting of the Normal Board above referred to, Secretary Burt moved "that after the first of January next, Prof. C. A. Morey be the regular principal of the School at Winona." Mr. Morey, a member of the faculty at that time, and a former graduate of the school, had been Acting Principal since the resignation of Mr. Phelps.

Mr. Morey was a man of versatile tastes and many sided abilities. He applied himself to the performance of various tasks and duties, both private and public, and in all of them, it can be truthfully said, he was the master. His clear comprehension, sound judgment, and logical cast of mind made him a safe counselor. Though not pretending to the gift of oratory, he was yet a most effective public speaker. He always spoke from conviction. The sincerity of such views on public questions as he gave utterance to could never justly be assailed. Tenacious of his own opinions in matters of principle, he was yet tolerant of those of others, and never could be provoked into treating his opponent with discourtesy. In educational matters he was a rigid censor.<sup>1</sup>

As a critic he was always direct and fearless, at times even caustic. But his criticism was so essentially sincere, so bluntly honest, that it lost all its sting in the convincing force of its candor. He was bold himself, he expected no one to quail under his incisive comments. He encouraged frankness, bravery, and an open manner. He taught those whom he must criticise the noble habit of looking for the truth in a criticism and not for the fragments that were false. He sought only to build up and strengthen; to clarify and refine; he was far above the petty motive of criticising simply to quell and kill.<sup>2</sup>

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<sup>1</sup> D. Sinclair in Winona Republican-Herald, Oct. 27, 1904.

<sup>2</sup> The Normal Red Letter, Moorhead, Oct., 1904.

For some time before Mr. Morey became principal, a new element had been entering into the Normal School problem. Up to his administration, the Normal had confined itself very largely to the educating and training of teachers for the rural schools. There were few high school teachers demanded in the early days of the institution. By the time Mr. Morey became principal, however, the Normal was being asked for high school teachers and, furthermore, the high schools themselves were sending out their graduates as teachers without Normal training. In other words, the time had now come when it was quite evident that the Normal School should provide courses of study for high school graduates, and it may be truly said that the step to provide these courses marks a turning point in the history of the institution. From then on the relation between the Normal Schools and the high schools of the state was changed. When Dr. Shepard was superintendent of the Winona schools, those finishing at the Normal would then attend the high school. The result of providing courses for graduates of high schools was to change the status of the Normal School so that students finishing courses in the high schools would then attend the Normal. Dr. Shepard was in hearty sympathy with this new movement and, as Mr. Morey's successor, did much to carry it on.

In the first year of Mr. Morey's administration he was able to state that the grade of pupils entering the school was much higher than that of any previous year, and that a larger number had been members of institutes in which teachers from the Normal were instructors, or were from schools or institutes taught by Normal graduates; all of which Mr. Morey felt showed plainly "that the thorough work done in the Normal Schools and the State institutes is producing grand results in the schools of the State<sup>1</sup>."

Mr. Morey believed that the advantages resulting from this change in the attainments of the candidates would permit the requirements for admission to be correspondingly increased and the whole work of the school raised to a higher level.

By the time he wrote his second report, the changes he suggested had been made. Entrance examinations were made more rigorous and a higher course of two years, including Latin and the higher professional and academic branches, had been voted by the

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1 Report for 1876, p. 13.



Board.<sup>1</sup> In his second report, Mr. Morey stated that it was intended that graduates should be fully and thoroly prepared for work as principals of high and graded schools or as county superintendents. He added, too, that the effect of this change was to be seen in the enrollment of a larger number of graduates of the best high schools. Of the candidates for admission in 1878, one was a graduate of Oberlin College, eight were graduates of high schools in the state and twenty-two others had passed satisfactory examinations in all the common branches.

This change, of course, meant a decrease in the total attendance of the school, and this was anticipated by Mr. Morey in his first report, and in his second report he stated that "The radical changes in the operation of the school will undoubtedly reduce the number of pupils in attendance. This result is inevitable if the new regulations are honestly enforced. But the students will be such as belong there; such as will do credit both to themselves and the Institution."

As a part of this change the graduation of classes was made an annual affair. Mr. Morey observed in his second report that "By the old plan the teachers were burdened with a large number of classes, and the pupils were weighed down by a number of studies entirely beyond their **normal** capacity. By the changes in the course of study, and in the time of graduation, the labor has been lightened and the opportunities for thorough work increased."

It was the belief of Mr. Morey that the Normal School had suffered from the judgment of the public upon the poorer pupils who remained in the school but a short time, but who went out as much "Normal teachers" in the eyes of critics as the most finished graduates. To obviate this disadvantage, he provided for the issue of certificates to all pupils at the close of each term, stating the time they had attended the school, with the character and grade of their studies.

That the Normal School was solely for those who desired to become teachers, was another cardinal principle which Principal Morey felt should be rigidly adhered to. He believed that the faculty was justified in asking a pupil to leave the school when they were satisfied that person could not become an efficient teacher. In an address before the National Educational Association at Bal-

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1 See original minutes of the Normal Board, pp. 186-187.

timore in 1876 Mr. Morey said that "At the first all those who will make teachers cannot be separated from those who will not; but it does not take long to determine them. It is difficult, sometimes, to make pupils understand it, but it is far better for all concerned to retain only those who have at least a moderate amount of talent for teaching." This doctrine was put into practice during the school year 1877-78, and, according to Mr. Morey's report for that year, with most salutary results. He states, too, that under this rule about fifty pupils went from the school to other duties in other lines of work; that the measure appealed to the good judgment of all, and that, with scarcely an exception, the situation had been accepted in the right spirit and with the best of feeling.

In May, 1879, Mr. Morey resigned his position to enter upon the practice of law. At a meeting of the Normal Board on May 13, 1879, the following resolutions were unanimously adopted:

RESOLVED: That this Board receives with sincere regret the communication of Prof. Chas. A. Morey declining a reelection as Principal of the State Normal School at Winona, and expressing his purpose to retire from educational work as a profession.

That the steady advancement and efficiency of the school at Winona for the past three years is largely due to the quiet but firm and judicious direction of its work by Prof. Morey.

That we fully reciprocate the kind consideration expressed for the Board in the communication of Prof. Morey, and hope he may achieve that success and distinction in any field he may enter which he has attained as a teacher.<sup>1</sup>

On the death of Mr. Morey in 1904, the following resolutions were adopted by the faculty of the Normal School. He had been Resident Director since 1888.

Whereas, death has removed from our midst Hon. Charles A. Morey, for a generation associated with this school in official capacity; and

Whereas, by his death the educational interests of the state have lost an earnest supporter and a wise counselor, and this school a vigilant guardian and a faithful friend; it is by the faculty of the State Normal School at Winona

Resolved, That on the day appointed for his funeral the regular work of the school be suspended and that memorial exercises be held in Assembly Hall in honor of the deceased;

That we express our grateful appreciation of the high qualities of mind and heart which have shown themselves in all his official relations to the institution — of his wise foresight, his patient courage, his self-sacrificing de-

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1 Original Minutes of the Normal Board, p. 200.





IRWIN SHEPARD  
President, 1879-98



votion to the great trust confided to him; of the uniform courtesy and helpfulness he has shown in his personal relations to us; and of the inspiration his own high courage has been to us;

That we extend to the bereaved family our deep sympathy;

That these resolutions be spread on the records of the faculty and that a copy of them be sent to the family of our lamented friend.

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### ELECTION OF IRWIN SHEPARD AS PRINCIPAL<sup>1</sup>

At a special meeting of the Normal Board at St. Paul, June 24, 1879, Irwin Shepard, then superintendent of city schools of Winona, was elected principal of the Normal School to succeed Mr. Morey. Dr. Shepard took up the duties of the office the following September.

It has already been suggested that he was entirely in sympathy with the change brought about by Principal Morey in making the course of study sufficient for the training of teachers for the higher grades. It was Dr. Shepard's idea that this policy should be carried still further and the course for high school graduates lengthened, tho he did not find his way clear to make the change until 1895, when the course for high school graduates was extended to two years. He was reinforced in this movement by the constant assertion on the part of his faculty that the students did not remain with them long enough to become efficient teachers. Furthermore, the schools of Minneapolis and other places cooperated with the Normal in this movement by requiring their teachers to be graduates of this advanced Normal course.

As a part of this general program, the number of terms had been changed from two to three in 1880, and instead of two daily sessions a single session extending from 8:30 to 1 o'clock was adopted at the end of the first year of Dr. Shepard's administration. It was his belief that this arrangement, giving the student the greater part of the afternoon for study, would result in much more effective work.

At this time, too, the department of English was enlarged, more fully organized, and a special teacher placed in charge. Rhetorical exercises were added to the course and were delivered daily from the assembly room rostrum by members of the Senior and Junior, or "A" and "B" classes.

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<sup>1</sup> The title Principal was changed to President in 1880.

It was under his administration that the first kindergarten<sup>1</sup> (which will be discussed in another place) west of the Mississippi was established at this Normal School in 1880. Keenly sensitive to the progressive development of American educational ideas and ideals, Dr. Shepard was ever on the alert to keep the institution in his charge fully abreast of the times. It was during his administration that the most remarkable series of educational theories, all departures from time-honored custom, were experimented with, all leading more or less directly to the present tendency toward radical modifications in our public school instruction. Geography was given much attention, supported by more or less specialized study of concrete materials and of physical phenomena. The special terms under which this departure figured were such as object lessons, nature study, and elementary science lessons. Special efforts were made to meet demands for this departure in elementary or grade instruction by accumulating and systematically arranging materials in the educational museum connected with the school. Since then the study of occupations and industries has led to the tendency to build up, side by side with the natural history museum, an industrial museum also.

The revival of the Herbartian theory of interest gave impulse to the greatly enlarged courses of psychology in vogue for a season, as well as to the intensive pursuit of child study. Whether happily or otherwise, the educational pendulum is at present swinging low and over short arcs along these problems. But in President Shepard's day interest in these topics was at fever heat. No stone was left unturned to bring the school up to the highest standard of efficiency. It was a favorite thought of this President, tho quite un-Herbartian, that stern, vigorous work is quite essential to the development of a good teacher, who must learn to struggle with problems, since, according to the old mythological idea, the strength and virtue of the conquered (problems) may be supposed to pass into the body or mind of the conqueror.

As to discipline, President Shepard was exacting. Yet during his administration he succeeded in softening and toning down the somewhat rigorous discipline he found established by his

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<sup>1</sup> As will be seen, President Shepard had much to overcome in establishing the kindergarten. For an extreme tirade against him, see St. Paul Dispatch for September 25, 1883, in which the Normal Board is advised to "Lop off this Kindergarten nonsense and keep the Normal Schools within the bounds of their rightful intent."

predecessor. And it is evident that in this respect, also, the school has kept pace with the general tendency, thruout the educational system, away from the schoolmastering, paternal spirit, and toward a democratic spirit of leadership by the influence of kindly reason.

In his report for the year ending November 30, 1880, Dr. Shepard declared that the last sign of doubt concerning the success and usefulness of the Normal Schools lay in the act which took from the graduates' diplomas their value as certificates of qualification to teach in the common schools of the state.

The act establishing the Normal School system said nothing about the value of the diplomas as certificates. But in 1866 a law<sup>1</sup> was passed which made the diploma a valid certificate for five years, "unless," says the act, "sooner cancelled \* \* \* for cause." The law also provided the "that said certificate may be renewed from time to time." However, this law was repealed by the Act of March 2, 1872<sup>2</sup>.

Dr. Shepard considered it an injustice to the institutions and the persons attending them not to consider the diploma as a valid certificate. In his first report he made the following statement: "I know of no other State Normal Schools whose diplomas are not, either for a limited or an unlimited period, certificates of qualification. If the Normal Schools of Minnesota do not thoroughly qualify their graduates to teach in the common schools of the state; further, if they do not do this work better than it can possibly be done in any other schools in which preparation for teaching is not made the chief aim, then the Normal Schools have no excuse whatever for their existence. If, on the contrary, they do accomplish thoroughly and efficiently the work for which they were created and are still supported, then their work deserves to receive the stamp of approval by the authorities of the state. Everybody deplores the lack of professional spirit among teachers, and the fact that the profession of teaching is so generally made the stepping-stone to some calling more honored and remunerative. This condition of things will continue until a sharp line of distinction is drawn between those who have chosen teaching as a **profession** and have prepared themselves especially for that work, and **those who**

1 Revised Statutes, 1866, Ch. 37, Sec. 11, p. 316.

2 General Laws of Minnesota, 1872, Ch. V, p. 50.

**have not.** I earnestly recommend that the attention of the Legislature be again called to this subject, and that they be urged to provide for such tests and examinations of the candidates for graduation from the Normal Schools as will justify them in declaring the diplomas of these schools certificates of qualification to teach in the common schools of the State."

President Shepard not only believed that the Normal graduates should be recognized as qualified teachers, but he felt that the standards set for teachers' certificates were entirely too low and that these standards discouraged attendance at Normal Schools. In his report for 1887-88 he maintained that "the chief hindrance which the Normal Schools meet in their efforts to extend the scope and character of professional training is the low standard of qualification required to obtain the highest grade of teachers' certificate known to the law, and the further fact that but slight importance is attached by the authorized examiners to professional knowledge or training. Whenever an examination in professional subjects is attempted it is of the most superficial and limited character, and in its whole effect has a tendency to disparage rather than emphasize the value of the professional work done in the Normal schools. The requirement for admission to the lowest class of the Normal schools is a second grade certificate, or an equivalent examination. After three and four years of added study and training the state has no certificate to give which recognizes the value of the professional training which it provides. Under these circumstances and in view of the fact that the requirements for a first grade certificate are considerably below the requirements for graduation from even the elementary course, it can not be expected that many will seek a training which is different in character and much beyond the maximum requirement of the law."

Finally, in 1891, the Legislature passed an act<sup>1</sup> which made the diploma from either the elementary or advanced course of normal schools a valid teachers' certificate of the first grade for a period of two years, a period covering the time of the students' pledge of service. At the expiration of two years of teaching, the diploma might be endorsed by the president of the normal school from which it was issued, and by the state superintendent, upon

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<sup>1</sup> Act of April 1, 1891, General Laws of Minnesota, 1891, Ch. 72, pp. 148-149. See Appendix,



satisfactory evidence that such service had been successful and satisfactory to supervising school authorities under whom it was rendered. Such endorsement made the elementary diploma good for five years, and the advanced diploma a life certificate. As will be seen later, the provisions of this act were changed somewhat by the Act of April 23, 1909.

In order to provide for uniform regulations, the presidents of the normal schools agreed upon the following, which is essentially the same as the regulations found in the current catalogs of the schools:

1. While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test-period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

2. After the completion of two years of service, application for endorsement may be made to the respective normal schools. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank forms for certificates of successful service may be sent. In order to maintain a uniform standard of requirements of endorsement, it has been agreed by the normal school presidents that they will endorse no diploma until each case has been approved by all of the presidents acting as a Board of Review.

Furthermore, by 1882 the three normal schools adopted a uniform standard for admission to the Normal classes, using the same sets of questions in arithmetic, grammar, and geography. This arrangement is no longer carried out.

As the result of a policy already referred to, the beginning years of President Shepard's administration showed a marked increase of advanced students. In his report for 1881 he stated that the examinations for entering the "C" class were fully equal to the usual county superintendent's examinations for second grade certificates, and that one-half of the class of 1881 were graduates of high schools or colleges. Two young men of the class had received the degree of Bachelor of Arts in eastern colleges. In his report for 1886 Dr. Shepard was able to say that "of the 298 students enrolled in Normal classes, 121, or 40%, had taught one term or more before entering. Eight of these held first grade teachers' certificates; 95, second grade certificates; and 18, third grade." The

report shows, too, an enrollment of 29 high school graduates and in addition to this number 9 graduates of colleges, academies and other schools, all of whom were members of the professional or advanced course.

Another marked feature of President Shepard's administration was the increased attendance. From 1879 to 1882 attendance increased 40%; from 1879 to 1884, 100%; from 1879 to 1886, 150%. In his report for the latter year, President Shepard stated that "We have had at some times during the year, in the Normal department, twenty-five or thirty more students than could be provided with seats. The recitation rooms, which were designed to accommodate classes of forty pupils, have frequently been crowded by classes numbering sixty or more pupils, while in the case of one class the number has been, during most of the year, between eighty and ninety."

In order to meet this situation, President Shepard in the same report proposed two remedies, which may be given in his own words. "After a careful consideration of the case, and conference with the resident director, General Berry, it has been decided to ask that the Board authorize the discontinuance of the preparatory department at Winona. We are led to this decision both by the pressing need for the room heretofore occupied by that class, and by the conviction that the growing efficiency of the state high schools, which may now be found in nearly every county and in which tuition is free, renders it unnecessary that we should longer continue that department. Further, we desire authority to raise the standard for admission to the "C" class of the Normal department from time to time to an extent that will restrict the total enrollment in Normal classes to three hundred pupils. With the relief afforded by the two measures above recommended we may hopefully address ourselves to the work of successfully meeting the rapidly growing demands for more and better strictly professional instruction, to those who are now coming in increasing numbers every year from high schools and elsewhere, and who are fully prepared to give their entire attention to studies in the theory and practice of their chosen profession."

In accordance with this program the preparatory department was discontinued and the entrance examinations were made more rigorous. The next year, according to President Shepard's





ORIGINAL BUILDING WITH WINGS, 1894, AND NEW ROOF, 1905



PRESENT BUILDINGS, OCCUPIED 1909



report, "one-third of all candidates for admission were rejected, and at the close of the first quarter all members of the "C" class who failed to pass examination on the work of the quarter were dismissed. Notwithstanding this rigid policy of exclusion, the average attendance throughout the year was considerably in excess of the seating capacity."

The continuous session, for which the school is much indebted to Dr. Shepard, will be discussed in a separate topic.

The additions to the building which took place during President Shepard's administration are best described in his report for 1894, an extract from which is here given:

The additions to the building provided for by the appropriation of the last Legislature have been fully completed and are now ready for occupancy. They consist of two wings running at right angles with the front of the building to the rear; giving to the building a quadrangular shape, with three fronts of nearly equal dimensions, inclosing a court of eighty feet square opening to the south. This arrangement has given the maximum amount of room and has furnished easy connection with the old building, the corridors in the new wings becoming extensions of the corridors in the old building, and thus bringing the two additions into immediate connection with the old assembly room. This has made necessary but very little change to connect with the old building. Each wing is fifty by eighty-four feet in dimension, three stories high, with basement for furnaces and air flues.

The first floor forms the extension of the model school department of the old building, and more than doubles the capacity of this overcrowded department. With this addition, the model school now has twenty rooms available for use in student teaching, thus furnishing a much needed relief. On the second floor, seven commodious recitation rooms have been added to the Normal department, and all are equally accessible from the assembly room. On the third floor both wings of the new additions are given up to science laboratories, the west wing affording a large chemical laboratory, which has been completely fitted for individual work by thirty-six students, each student being provided with water, gas, a slate top table, and a full equipment of chemicals. In addition to this a large physical laboratory has been fully equipped. These two rooms occupy the entire third floor of the west wing, and are continuous with the chemical recitation room in the old building. A circular tower was constructed in the southwest angle of the west wing as a basis for a revolving dome to receive a telescope. This dome has been completed and fitted with machinery especially designed by Professor Freeman, the teacher of physical sciences. In the basement of the west wing a commodious gymnasium has been fitted up, thirty by fifty feet in size. This has already proved an efficient addition to the department of physical culture, and during the past winter was under the charge of Prof. John M. Holzinger. The third floor of the east wing has been fitted up as a biological laboratory, with an adjoining workshop, recitation room and

addition to the museum. These additions now give the natural history department, with its laboratories and museums, a continuous space of 160 feet by fifty feet. The additions to the building have made possible certain modifications in the old building which have been long needed, though the changes are comparatively slight. A new library has been added, which will furnish facilities for library work which have not hitherto been enjoyed.

President Shepard severed his connection with the Normal School late in 1898, to be succeeded, after a brief inter-regnum, by Dr. J. F. Millspaugh. During this inter-regnum the school administration was by faculty committees. This was made the more effective by the instruction of Resident Director Morey "that we hang together, lest perchance we hang apart."

At a meeting of the Normal Board on August 26, 1898, the following resolutions concerning Dr. Shepard were adopted:

Whereas, Dr. Irwin Shepard, who for nineteen years has held the office of principal and president respectively of the Normal School at Winona, has resigned that position to enter upon the duties of permanent secretary of the National Educational Association, and his resignation has been accepted;

Therefore, be it resolved that this Board hereby records its high appreciation of the ability, earnestness, and devotion that have ever characterized his administration of the trust so long confided to his keeping.

We recognize that under his skillful guidance, the institution has continued to prosper and has grown, with the growth of population, to be one of the strongest and best among the great training schools of the northwest and, indeed, of the whole country.

Resolved, That Dr. Shepard bear with him to his new field of labor the assurance of our best wishes for his happiness and prosperity in the future.

WM. F. PHELPS,  
W. W. PENDERGAST,  
G. B. WARD.

At this same meeting the Normal Board unanimously adopted the report of the committee on teachers who nominated Mr. Frank A. Weld of Stillwater as President of the School at Winona. Mr. Weld did not accept the position and on the 21st of the following April was elected President of the Moorhead Normal.

#### **ELECTION OF DR. J. F. MILLSPAUGH AS PRESIDENT**

In the report of the Normal Board for December 8, 1898, we find the following:

The first business that came before the Board was the hearing of two delegations — one from Mankato, the other from Winona — which had come to set forth the desirability of securing as presidents of the schools at these respective places, to fill the vacancies caused by the death of President



JESSE F. MILLSPAUGH  
President, 1898-1904





Edward Searing and the resignation of President Irwin Shepard \* \* \* Mr. Morey made a presentation of the list of candidates for the Winona vacancy, giving his endorsement to Dr. J. F. Millspaugh, city superintendent of schools at Salt Lake City, Utah. On Motion of Mr. Morey, seconded by Mr. Comstock, Dr. Millspaugh was elected president of the Winona Normal School for a term of one year from January 1, 1899, at an annual salary of \$2,500.

The brilliant record which Dr. Millspaugh made in Salt Lake City was evidence that bespoke for him success in his new position.

In 1890, when Salt Lake City first came under the control of the Gentile element, a city board of education was established, a system of graded schools inaugurated, and Dr. Millspaugh was elected first superintendent of city schools. Prior to this time each of the twenty-three wards of the city had had its independent board of directors and its individual course of study. With scarcely an exception, the school buildings were primitive structures attached to the ward meeting houses of the Mormon church, and used by the dominant church for minor religious meetings and for their ward dances conducted under the auspices of the Sunday School. Many of the teachers in the schools were the ward "teachers" of the Mormon Church, — assistants to the ward bishop, possessing scarcely any other qualifications for the position.<sup>1</sup>

The task which confronted the new superintendent was no easy one. It involved the organization of a complete system of schools, the formulation of a uniform course of study, the planning and erection of new school buildings, up-to-date in their appointments and equipment, and adequate in their capacity and number for the expected increase in attendance. The constructive part of the task, however, did not present the difficulties of the destructive part. The old-timers were well satisfied with the old order of things, and resented any interference on the part of new-comers, whom they regarded in a measure as intruders. The old teachers who did not meet the educational requirements of the new administration, together with their friends, laid their grievances at the door of the new superintendent. It required a courage approaching heroism on the part of the man at the head of the new system to do his full duty.

The first teachers' examinations created many vacancies, which were filled with competent teachers from the east, and, year by

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<sup>1</sup> Biographical material regarding Dr. Millspaugh furnished by R. J. Caskey of Los Angeles.

year, as the schools grew, more well equipped teachers joined the forces. The old meeting house annexes were rapidly abandoned for modern brick and stone school buildings, now the pride of the city, and a monument to the initiative and energy of Dr. Millspaugh. During his administration about twenty school buildings of the most substantial character and approved architecture were erected. Taking charge of the schools with a seating capacity for 2,728 pupils, 4,395 were enrolled the first half year, and he left them after eight years and a half with 13,000 pupils in attendance. The teaching force grew in the same time from sixty to two hundred and sixty. The high school which Dr. Millspaugh organized with five pupils, he bequeathed to his successor with an enrollment of over 600.

At the close of 1898, when Dr. Millspaugh resigned his position at the head of the public schools of Salt Lake City to accept the presidency of the State Normal School at Winona, he left behind him a united and loyal force of teachers, an admiring and grateful community, and one of the most complete school systems in the country. The monumental work of Dr. Millspaugh's life has certainly been the organization and development of the Salt Lake City public schools.

On Monday, January 4, 1899, Resident Director Morey made a brief address to the school, presenting the new president, who briefly addressed the students<sup>1</sup>.

Dr. Millspaugh's aim was to conserve all the best elements which he found in the institution and very gradually add to these, as circumstances demanded. He put much stress on the cultural side of education; was a strong exponent of student activities which were adapted to develop in students breadth of view and initiative; sympathetic, yet in the last analysis, stern, he soon won the hearty support of all connected with the institution. In his report for 1900, he deplored the fact that the summer session was discontinued, but as the Continuous Session is treated separately, we need here only refer to his statement that:

"The closing of the doors of opportunity which have been so auspiciously opened to the host of teachers of the state who must enlarge their educational attainments during the summer, if at all,

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1 See account in Winona Daily Republican, Jan. 4, 1899.

and the consequent weakening of a mutually helpful relationship between the rural schools and the institutions maintained for the training of teachers, cannot be regarded as progressive movements."

A change had been made in the course of study, which took effect at the beginning of the school year before Dr. Millspaugh came in January<sup>1</sup>. His attitude on this and the immediate effects of the change can best be seen by an extract from his report.

Without discussing the benefits which have been, and will be, gained from the abolition of the "C" class and the elementary course, and from the extension of the advanced course one year by increasing the requirements for admission, it cannot be denied that the immediate effect, as was anticipated, has been to diminish in a marked way the number of students. \* \* \* The diminished attendance shown must not, however, be interpreted as meaning that all those who failed to enter the school because of changes in the course of study have abandoned the purpose of ever attending a Normal School. Without doubt some students, to whom was presented the necessity of longer study before graduation, decided to obtain certification in some easier way, and some may have given up the thought of teaching altogether; but it is probable that the majority of such prospective students, on discovering that they would gain nothing in point of time by pursuing the full academic-professional course at the Normal School, concluded to finish a high school course elsewhere, and come here for professional work only. This was one of the main results aimed at in the extension of the course, and if expectations are realized, many of these students will in the future enter the school with their academic work completed.

Dr. Millspaugh put much stress on the importance of the elementary school. Half the space in his first report is devoted to it. He felt that the elementary school was not only indispensable for the training of student teachers, but also as a teachers' laboratory. He believed that "volumes could be filled with the recital of the harm resulting from the inculcation of alleged principles of teaching and methods of instruction that have been worked out by theorists, who know nothing of real children, and never ventured into a schoolroom. The teacher who assumes to instruct in theory and methods must have, and use, many opportunities for testing, illustrating, and observing in operation, all the principles which he would inculcate."

He believed the model school had a double function for the pupil: first, as a model school; and second, as a school of prac-

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1 The Course of Study is discussed in a separate topic.

tice. He maintained that "following his classroom instruction, the student needs to observe expert teaching designed to illustrate the principles and methods studied." He was convinced that from a careful study of a skillful teacher's method, and from a close analysis of his art, a student often obtains his first clear insight into much that is fundamental in teaching.

Naturally then, Dr. Millspaugh gave the model school much attention; he raised the salaries of teachers somewhat in that department and made every effort to secure the best talent possible. Within two years, upon the resignation of Simon H. Roberts, he called to the principalship of the elementary school, Guy E. Maxwell, who was later to become president of the Normal School.

It is not to be inferred, however, that Dr. Millspaugh spent all his time and energy on the elementary school. That would be far from the truth. Education to him meant not only learning something well, but also securing a breadth of view. Further, he felt that institutions as well as individuals must broaden in their scope; that neither students nor institutions could remain static under dynamic conditions. In his report for 1902 he stated that "one of the most remarkable phases of our national growth for the past quarter century is the development of public interest in all lines of education." Dr. Millspaugh felt that intellectual and physical education should go hand in hand, and in the same report we find a recommendation for an increase of appropriations for the library and for appropriate quarters for a gymnasium. His knowledge of medicine made him realize deeply the need of the latter. He observed in one of his reports that "the school has long needed a good working gymnasium. In this climate, during much of the school year, sufficient out-of-door exercise for students cannot be had. When the furnaces now in the basement of the building are removed, on the installation of a new heating plant, there will be room enough for a fairly good gymnasium as well as a manual training room. The appropriation asked for is to prepare the rooms and supply equipment."

The reference in the above quotation to manual training, suggests another phase in which Dr. Millspaugh felt that the school should attempt to do more. Manual training is treated in a separate topic, as also are his efforts to secure a dormitory for women, hence these points are not taken up here.



Dr. Millspaugh's reasons for leaving the Winona Normal are best stated in his letter of resignation to the State Normal Board, which is here given:

Winona, Minnesota, April 7, 1904.

TO THE STATE NORMAL BOARD OF MINNESOTA,  
HON. C. A. MOREY, President.

GENTLEMEN:—

Since I have been elected president of the California State Normal School at Los Angeles and it seems best to accept the position tendered me, I desire respectfully to present my resignation from the presidency of the Winona school, to take effect at the end of the present fiscal year.

In thus seeking to sever the relations which, for the past five and a half years, I have sustained with your honorable body and the school, may I be permitted to say that I am impelled to this course solely by desire to secure for my family and for myself more favorable climatic conditions? Each year of my residence here has served to attach me more strongly to the state, its people, and particularly to the beloved institution with which I have been most closely connected. No experience of my educational career has been so rich and valuable to myself as that which I have had under your generous supervision in association with esteemed fellow Presidents, in fellowship with the able and loyal body of men and women who have composed the faculty of the school, and in daily contact with the high-minded young men and women who have brightened its halls and classrooms with their joyous hopes and high aspirations. Wherever in the future my lot may be cast, and under whatever circumstances I may be placed, the half decade spent in Minnesota, under these favorable conditions, will furnish a happy retrospect.

Thanking you for your kind forbearance, as well as for your generous support, and bespeaking for my successor the same helpful consideration at your hands, I beg to remain,

Yours most sincerely,

J. F. MILLSPAUGH.

The following resolutions were unanimously adopted by the Normal Board:

Whereas, Dr. Jesse F. Millspaugh, who, for the past six years, has been President of the State Normal School at Winona, has resigned to become President of the State Normal School at Los Angeles, California, and his resignation has been accepted;

Be it resolved, That this Board hereby express its appreciation of the marked ability, sincere devotion to duty, and well directed effort that have characterized his administration.

We recognize in him a skillful and tactful executive, an efficient exponent of the Normal School spirit, under whose guidance the Winona Normal School has kept abreast of the best educational thought of the times, and whose ripe scholarship, purity of motive, and high ideals have been an inspiration to the hundreds that have come within his personal influence.

Resolved, That we hereby assure Dr. Millspaugh of our best wishes for health, happiness and the widest field of usefulness as a character maker.

### ELECTION OF GUY E. MAXWELL AS PRESIDENT

At the same meeting of the Normal Board the subject of the election of a president came up for consideration. There were a dozen or more applicants from almost as many states. The Winona Daily Republican for April 7, 1907, stated that "there are as yet no certain indications as to the election of any particular person. Prof. Guy E. Maxwell, superintendent of the training department of the Winona Normal school, while not a candidate, has been under serious consideration for promotion to the presidency."

The next day, June 8th, President Morey addressed the Normal Board at some length. He spoke of the trips he had made and the investigation of applicants for the position of president. The list of applicants was read and something said concerning nearly every candidate by Mr. Morey or other members of the Board. Finally Mr. Morey stated that he had but one recommendation to make; that he did not desire to press the election of a president upon the Board at that time, but if there was to be an election, he wanted it to be that of Mr. Maxwell. Mr. Morey pointed out the fact that Mr. Maxwell stood high in educational circles where he was known, had done most excellent work in the Winona School; was esteemed by all the members of the faculty and by graduates who had gone out from under his instruction; had a high character and excellent scholarly attainments, having been, just a short time before this, awarded an important fellowship by Columbia University. Mr. Morey expressed to the Board as his judgment that Mr. Maxwell was a man in whose hands the interests of the State Normal at Winona would be safe, and while he recommended him, he would not ask the Board members to vote for him, preferring that each member should assume his own responsibility in the matter. After discussing the situation at some length, the Board unanimously elected Mr. Maxwell as president, his duties to begin August 1, 1904.

We are yet too close to President Maxwell's administration to pass judgment upon it. Furthermore, we may fairly assume that many of his policies are yet to be launched. On the other hand, in thus dismissing the present regime, we would not do it justice. In a quiet and effective manner much has already been done.

The work in manual training has been extended, elementary agriculture, household arts, and physical education have been in-



GUY E. MAXWELL  
President, 1904-





roduced, and improved results secured in student teaching by the addition of the supervisor of training to the faculty and the plan for observation and teaching in the city schools. The building has been improved by the addition of a separate modern heating plant, and the replacement of the original mansard roof by a new roof which gives the building a unity of external appearance and provides a number of additional rooms.

From President Maxwell's first report we take the following extract:

**Controlling Aims.** — With as large a student body as the teaching corps and equipment of the school justified, the constant effort has been to secure thoroughgoing work on the part of students and the best attainable results in mental discipline, culture, power, and teaching skill, believing that we can best serve the elementary schools of the state by sending out as instructors for these schools, persons whose educational ideals are high and firmly fixed. Such graduates are expected not only to improve the work of the schools by their direct influence upon their own pupils, but to spread the educational gospel abroad in the communities in which they teach and live.

His idea of the function of a Normal School may be further seen from the following paragraph taken from another of his reports:

The people of Minnesota, in founding and supporting this Normal School, laid upon it the duty of preparing teachers as best it can with its insight into the problems of education, and under the practical economic and social conditions surrounding it, so that these teachers may secure for boys and girls in the public schools the education which the State needs. In other words, the duty of this school is to prepare teachers to bring up boys and girls, so far as the influence of the public school extends, so that they will become the right kind of men and women. The real constituency of this Normal School, therefore, is the boys and girls of the state, forming one-fifth of its population, who are growing day by day into good, bad, or indifferent men and women, and the function of the Normal School should always be thought of in terms of the needs of these half million children. These boys and girls are our charge, even though our influence upon them must come indirectly through the teachers whom we send into the schools.

In his report for 1905-06, President Maxwell earnestly urged an appropriation for a building to provide for a part of the elementary school, a gymnasium, and library. On April 26, 1907, the Legislature appropriated \$55,000 for this purpose<sup>1</sup> and on

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1 General Laws of Minnesota, 1907, Ch. 476, p. 770.

November 10, 1908, the corner stone of this building was laid with a brief ceremony. On this occasion the entire school sang the following song, which was written by Mrs. Chorpensing for the occasion:

**HAIL! WINONA**

(Air: Cornell Song)

Lo, in Mississippi's waters  
Blue, the eternal sky;  
In our hearts, O Alma Mater,  
Clear thy spirit high!

**Chorus**

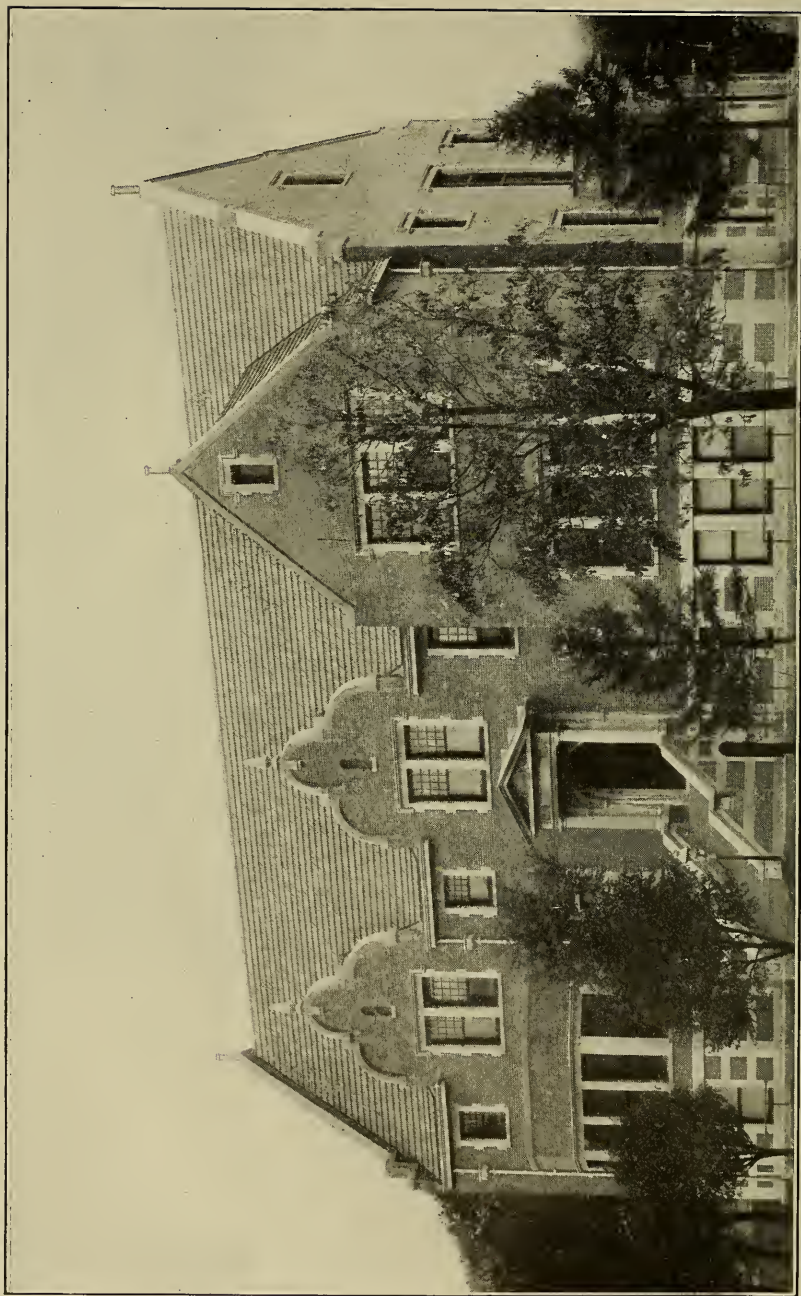
Lift the chorus,  
Send it ringing  
Far o'er hill and vale!  
Hail to thee, O Alma Mater!  
Hail, Winona, hail!

Noble hills watch o'er the valley  
Where thy dwelling lies;  
Steadfast hearts, O Alma Mater,  
Guard thy destinies.

Ever shall tomorrow better  
What today has won;  
Lead thy children, Alma Mater,  
On, forever on!

Mr. J. R. Everett, a member of the Junior class, then delivered the oration of the day. He briefly summarized the educational history of Minnesota, pointing out especially the enormous growth of the schools in the state. A member of each class of the school, from the kindergarten to the seniors, then approached the site of the corner stone and dipping a trowel in a pail of mortar deposited his share upon the copper chest, at the same time giving appropriate sentiments, some of which were original. The records which were deposited under the corner stone are a list of the names of each member in the school, a copy of the last catalog, the October Bulletin, copies of the daily papers, and pictures of the school. Resident Director Buck then smoothed and prepared the mortar and declared the corner stone duly laid.

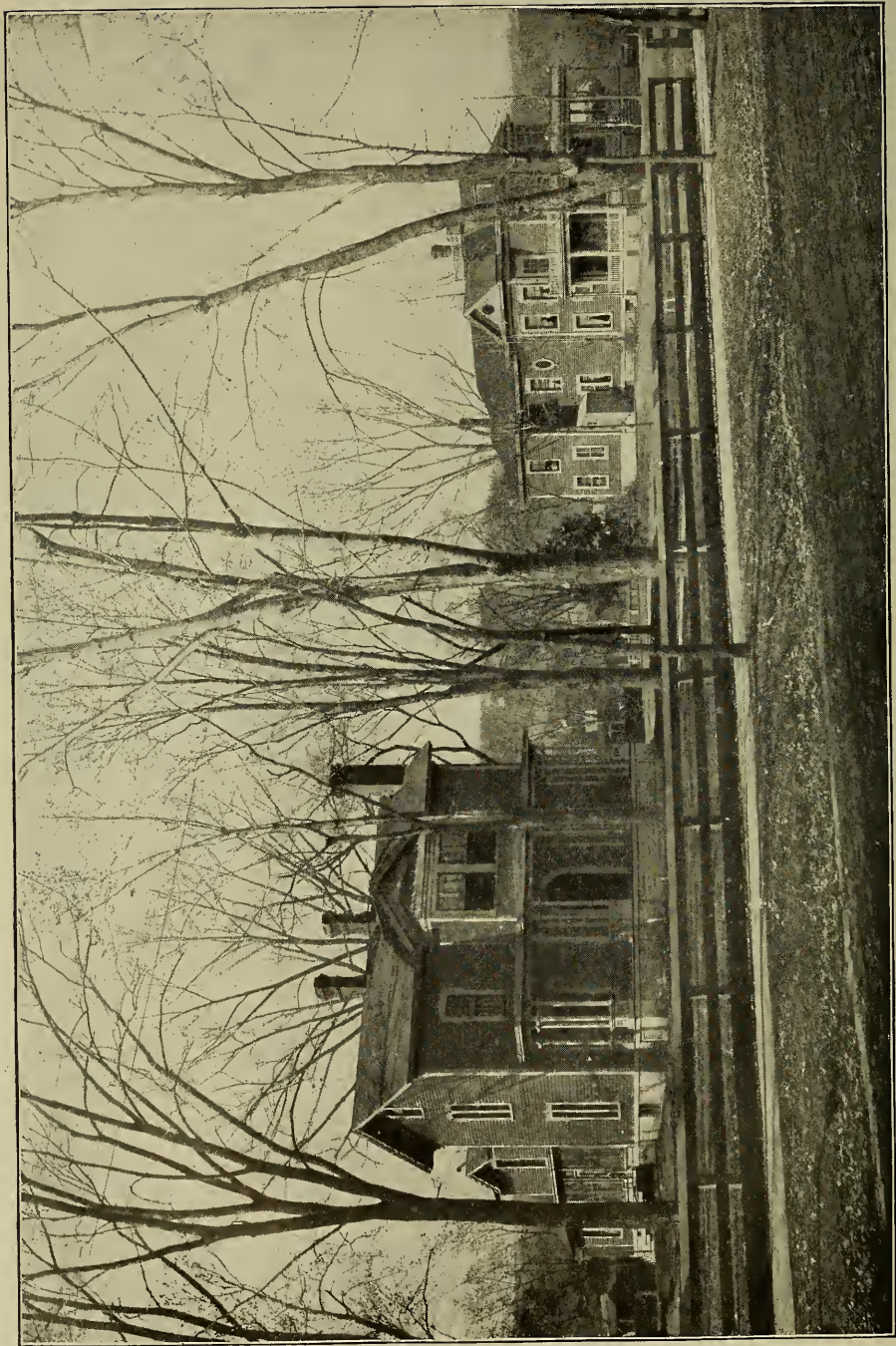




NEW BUILDING, 1909, PROVIDING LIBRARY KINDERGARTEN, AND GYMNASIUM







MOREY HALL, 1902-1911

EAST LODGE

WEST LODGE

Before bringing to a close this brief sketch of the present administration, reference must be made to two other matters, viz.: the new diploma law, and the dormitory for women. It has been President Maxwell's conviction, as it was President Millsbaugh's, that the law making the elementary diploma renewable should be repealed. He worked out statistics to show that the students in all the schools were following the path of least resistance in choosing the elementary course in preference to the more thoro or advanced course. Very largely thru his aid, as chairman of a committee for this purpose, the five Presidents brought the matter before the Normal Board and on their recommendation the Legislature passed an act on April 23, 1909<sup>1</sup> which allows no renewal of the elementary diploma. That this act will produce a wholesome effect upon the school may be seen from the records of the present school year, which show that the percentage of students enrolled as candidates for the advanced diploma has increased from 62% of the enrollment last year to 73% for this year.

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### MOREY HALL

The Normal Home, as it was called for many years, had its beginnings in the second house east of the high school building on Broadway in 1883 under the judicious management of Miss M. F. Inglis. Here it remained two years. Then it was moved across the street into the dwelling just west of the present Congregational parsonage. While the Home was yet on Broadway, an attempt was made to secure an appropriation for the purchase of grounds and the erection of a building.

In 1884 resident director Thomas Simpson stated that "the boarding question, especially for ladies, is the question." The same year Dr. Shepard stated, as he had in 1882, that "the boarding question still remains a perplexing and unsolved problem."

In January, 1885, a legislative committee visited the Normal School at Winona. In his remarks before this committee, General Berry, then resident director, said in part: "I appeal to you in behalf of the young women as though they were your own daughters, and to your associates through you, not only from the standpoint that every parent feels, but from the standpoint that

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1 General Laws of Minnesota, 1909, pp. 554-555.

their full usefulness as teachers of others is largely involved in the result. Money spent for a home for them, I believe, will prove to be in its results one of the best investments within the power of the Legislature to make."

A bill which appropriated \$30,000 for a dormitory passed both houses of the Legislature in 1885. The architect had drawn the final plans and all were jubilant over the prospects. However, when the appropriation bill was presented to Governor Hubbard, he disapproved this item with the following comment: "If the resources of the treasury would admit of it, I would be glad to approve these items, but with the probable deficiency of \$174,000, measured by the appropriation made, the necessity of restricting its obligations is manifest. The item of \$16,000 with \$3,500 (for furnishing same) for the completion of a partially constructed home at St. Cloud is approved as in the interests of economy<sup>1</sup>." This action occurred even after Senator Wilson of this city, a member of the minority party, had carried thru the Legislature a bill increasing the tax levy in order to meet additional appropriations for the Normal Schools, together with \$100,000 appropriation for the State Agricultural Society, the latter item being left in the appropriation bill.

The veto of this bill compelled some other arrangements about the dormitory. It occupied the second dwelling on Broadway but one year, when the property was purchased for a Methodist parsonage. Meantime arrangements had been made with Mr. George W. Pauley for the erection of the large brick building on Sanborn Street, just across from the Normal grounds, with the understanding that it would be rented for the Normal Home. From the second building on Broadway, then, the dormitory was moved into the brick building just mentioned. For seven years from this time Miss Inglis was matron.

Thru the efforts of Miss Inglis, Mrs. Thomas Simpson, Mrs. M. G. Norton, and Mrs. T. J. Preece, money was borrowed in small amounts or donated outright from Winona citizens to furnish this building. The money which was borrowed was later paid back by Miss Inglis out of the proceeds of the dormitory itself. When Miss Inglis started this laudable enterprise of a dormitory

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1 Winona Republican, March 11, 1885.



for women, she was told on every hand that she could not make it pay at the figures at which she proposed to give board<sup>1</sup>. However, thru her able management a small cash fund was soon accumulated to which she added \$50.00 of her own, and from then on she was able to secure some discount for cash payments.

Since the dormitory was in no way recognized by the Normal Board as a part of the institution, no reports were required by Dr. Shepard from Miss Inglis as to the financial conditions of the enterprise, tho she voluntarily gave such statements from time to time. When in 1894 Miss Inglis resigned, she had accumulated \$1,100<sup>2</sup>. Her first thought was to turn this money back as dividends, but after consideration of this plan with others it was thought to be impracticable and all who were acquainted with the circumstances felt that no one had so good a claim upon this fund as Miss Inglis herself. She, however, declined to receive any part of it, but asked that it be held in trust as a fund to be used in the furnishing of a home for the students as soon as the state made appropriations for the purchase of permanent property. When the lot west of the Normal grounds was purchased in 1903, this fund was used to furnish the buildings thereon<sup>3</sup>.

In 1886 President Shepard stated that "the necessity for a ladies' home, like the one at St. Cloud, not only remains as great as heretofore, but increases with our growing numbers. No disappointment has been more keenly felt by the students, the faculty, and the friends of the school than that occasioned by the governor's veto of the act passed by the last Legislature granting an appropriation to build a suitable home. To meet temporarily the demands in this direction, a number of citizens of Winona, with characteristic liberality, have by gifts of money and furniture

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1 In the catalog for 1892-93, just one year before Miss Inglis' resignation as matron, we find board announced at \$2.00 per week, \$2.25 with tea and coffee.

2 In order to raise funds to purchase a piano, it was agreed to fine members two cents for each slang expression used. The first word selected was "awful." A new word was added each week. The fines from this source, supplemented by the proceeds from several entertainments, enabled them to purchase a \$350 piano in a few years.

3 The following is the list of those who have been matrons of the Women's' Dormitory from the beginning: Miss Inglis, Matron, 1883-1894; Miss Paddock, Matron, 1894-1895; Misses Smith, Matrons, 1895-1896; Mrs. S. E. Coleman, Matron, 1896-1906; Miss Elizabeth Smith, Matron and Preceptress, 1906-1909; Miss Jane Keeler, Acting Preceptress, 1909-1910; Mrs. Beede, Matron, 1909-1910. Mrs. S. E. Coleman's supervision extended thru the period of transfer from the rented brick building to the rented Langley property and the first three years of the occupancy of the two buildings after purchase by the state. She accumulated a fund sufficient for the purchase of a new piano and left \$500 to be employed as a sinking fund for the new dormitory expenses. Miss Elizabeth Smith, who came from the successful management of the Wheeler Hall at Moorhead, served successfully for three years as the first preceptress, being a member of the faculty as teacher of Latin.

donated nearly \$1,000 for furnishing a club house where the young ladies may obtain meals at reasonable rates. This club has been in successful operation during the past two years under the able management of the Matron, Miss M. F. Inglis. Under this plan we are indebted especially to Mrs. Thos. Simpson and Mrs. M. G. Norton. We are also under special obligations to Mrs. T. J. Preece, who contributed last spring the proceeds of an entertainment given by her elocution classes, amounting to over \$125."

Again in 1888, 1890, 1892, and 1894, he presented the subject to the Normal Board, and the agitation was setadily kept up by Presidents Millspaugh and Maxwell. In his report for 1904, President Maxwell was able to make the following statement:

It is a pleasure to be able to report that the Students' Home, of which we have so long been in need, has become a realization through the appropriation of the last Legislature. A full block of land (300 x 300 ft.), located near the Normal School building, was purchased. Two residences stood upon the land and were included in the purchase. These residences were remodeled and improved, so that now the two buildings accommodate nearly forty (40) young lady roomers, while a dining hall and other facilities make it possible to serve meals to seventy-five (75) students. Although appreciating the marked benefits coming to the school through the present equipment of the home, while the subject is under discussion, it ought to be said that the accommodations are far too limited and that the grounds and surroundings are in a very imperfect state. No walks at all are provided for two sides of the block, while the walks for the remaining sides are in bad condition. Besides new stone walks and curbing on all four sides of the grounds, the premises should be protected by a fence, and suitable grounds provided for games, etc., while the surface of the lot is uneven and should be graded and seeded to grass, and the trees thinned out in some parts and replaced in others. The plumbing upon the premises is in bad repair and very incomplete.

Mr. Morey, as resident director, had for many years sought legislative appropriation for the dormitory. The funds for the purchase of the site were secured thru his efforts and the rebuilding of the two residences was carried on under his direction. In recognition of his services to the school, both here and elsewhere, the faculty in 1904, after his death, recommended that the dormitory be thereafter known as Morey Hall.

The expense necessary in putting and keeping these buildings in proper condition was found to be very great, and after presenting the facts concerning this matter in his report for 1907-08, President Maxwell concluded that "it would cost very much to put the

building into good condition, and even then it would not accommodate a sufficient number of students to pay for the expense of keeping it warm. It ought to be replaced by a modern dormitory accommodating at least one hundred young women."

On April 22, 1909<sup>1</sup>, the Legislature appropriated \$75,000 for this purpose. On April 25, 1910, the sod was broken for the new dormitory and it is intended to lay the corner stone during the semi-centennial celebration.

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1 General Laws of Minnesota, 1909, Ch. 375, p. 444;

## ENROLLMENT AND GRADUATES 1860 — 1910

The following table shows the enrollment of the Normal School and the number of graduates from 1860 to the present time:

Year	Number Enrollm't in Normal Faculty Dept.			Enrollm't in Model	Total enrollment	Number of Graduates
Year	Number Enrollm't in Normal Faculty Dept.			Enrollm't in Model	Total enrollment	Number of Graduates
1860.....	2.....	61.....	.....	.....	61.....	58
1861.....	2.....	57.....	.....	.....	57.....	50
1861-1864 No session.						
1864.....	3.....	32.....	.....	.....	32.....	62
1865.....	6.....	50.....	.....	.....	50.....	50
1866.....	8.....	80.....	174.....	.....	254.....	50
1867.....	9.....	87.....	171.....	.....	258.....	80
1868.....	9.....	122.....	193.....	.....	315.....	70
1869.....	8.....	185.....	271.....	.....	456.....	102
1870.....	9.....	216.....	210.....	.....	426.....	119
1871.....	9.....	212.....	297.....	.....	509.....	116
1872.....	9.....	239.....	301.....	.....	540.....	147
1873.....	11.....	281.....	263.....	.....	544.....	106
1874.....	11.....	255.....	263.....	.....	518.....	153
1875.....	11.....	301.....	198.....	.....	499.....	105
1876.....	11.....	310.....	150.....	.....	469.....	144
1877.....	11.....	233.....	211.....	.....	444.....	129
1878.....	11.....	247.....	160.....	.....	407.....	112
1879.....	11.....	164.....	138.....	.....	302.....	119
1880.....	12.....	191.....	151.....	.....	342.....	139
1881.....	14.....	217.....	171.....	.....	388.....	169
1882.....	15.....	259.....	180.....	.....	439.....	151
1883.....	15.....	265.....	187.....	.....	452.....	159
1884.....	15.....	247.....	256.....	.....	503.....	144
1885.....	14.....	261.....	255.....	.....	516.....	165

\*After 1908 all figures include the numbers for summer terms also.



In connection with this table it should be stated that during the years from 1871 — 1878, inclusive, the attendance was increased by members of the Soldiers Orphans Home. The disbanding of the Home in 1878 led to a marked decrease in the enrollment, as may be seen from the table. The attendance was further influenced in the same direction by the adoption of the policy already referred to of excluding academic students and those who gave little promise of becoming successful teachers. As may be seen, the decrease incident to this policy was temporary, while the advantage to the professional character of the school was marked and permanent.

The small graduating class of 1878 is accounted for by the fact that previous to this year classes had been graduated semi-annually; but in 1878, as has been noted in another connection, the plan for annual graduation was adopted and the course of study extended. The decrease in 1887 was due to the fact that the preparatory class was discontinued.

It is interesting to observe that in his report for the year 1887-88, President Shepard stated that the increased attendance had been a source of no little inconvenience and disadvantage. "It has been the purpose each year," says the report, "to restrict the enrollment to such a number as could be accommodated without crowding the assembly and recitation rooms. This restriction has been accomplished by a more rigid marking of entrance examination papers." For the year following 1888, the figures do not tell the whole truth. They show a decrease in **enrollment**, but, as a matter of fact, there was an increase in **attendance**. In other words, there was a gain in the permanency of the student body. From the table, the enrollment for 1885 is larger than that for 1890. But the percentage of attendance in the former year was but 66 per cent. while in the latter it had risen to 80 per cent.

It will be seen from the table that the year 1892 was a banner year. The attendance that year was the greatest in the history of the school up to that date, and the graduating class, too, increased from 50 in 1891 to 80 in 1892. This increase in attendance was due in part to the new diploma law already referred to, which made normal school diplomas valid as teachers' certificates. The increase of the number of graduates also was not accidental, but was the natural result of the establishment of professional courses which

proved profitable and attractive to high school graduates. One third of the new enrollment for 1892 was of this class of students. During the year 1894, of the 173 new students admitted, 85, or nearly one-half, were graduates of high schools, and a majority of the remainder were certificated teachers.

The slight falling off in enrollment in 1896 was balanced by the average daily attendance remaining the same. The decrease in enrollment was confined wholly to the "C" class, which was 33 less than the previous year. The remarkable falling off from 1898 to 1900 is explained by the fact that the plan for continuous sessions, continued two years, was abandoned and by the further fact that a change in the course of study abolished the elementary course, thus shutting out many who had formerly been admitted to the Normal department.

While for a dozen years the total enrollment has not varied materially, it is to be noted that the number of graduates has steadily increased, due to the fact that the number of high school graduates has increased until at present they make up over two-thirds of the school.

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### A RECORD OF CHANGES IN THE CURRICULUM from 1860 to 1910

The purpose of this sketch is to record the facts connected with the changes in the curriculum of the Winona State Normal School during the first fifty years of its history, without attempting to discuss, except incidentally, the causes, the importance, or the influences of these changes.

The development of the curriculum during this time naturally divides into three periods of approximately seventeen years each: the first period extends from 1860 to 1877, when there was one course of two years for all students; the second period, from 1877 to 1895, when the former course was increased to three years and known as the elementary course, and an advanced course of four years was added, together with an advanced professional course of one year for high school graduates; the third period, from 1895 to 1908, when there were six courses, an additional year having been added to the advanced courses, making them two years for high school graduates and five years for others.

### First Period, 1860 — 1877

At the first meeting of the State Normal Board held in St. Paul on August 16, 1859, the secretary was directed "to correspond with the secretaries of other state normal schools and obtain at as early a day as possible the proceedings of said schools, their manner of teaching, rules and regulations, plan of building and furniture." Presumably with this information before them and after determining a plan of districting the entire state for equitable apportionment of students entering the school, the Board at its second meeting, November 10, 1859, determined "that any candidate having signified in writing his or her intention to teach for a term of at least two years in the common schools of Minnesota and having presented satisfactory testimonials of good moral character and natural adaptation for the office of teacher, shall upon a satisfactory examination by the Principal and Prudential Committee of said school, be admitted to all the privileges of the State Normal School according to the rules of apportionment in the previous resolution, provided that said applicant be at least sixteen years of age and of sound physical health."

With requirements for admission thus partially established, a committee of two was appointed, Dr. Ford and Mr. Taylor, at the third meeting, June 6, 1860, "to confer with the Principal and prepare a course of study," for submission to the Board for approval. On November 1 the committee recommended the following additional entrance requirement: "They must sustain a satisfactory examination in reading, writing, spelling, geography, and arithmetic to the end of rules for interest, and so much of English grammar as to be able to analyze and parse any ordinary prose sentence," together with the following statement of the course of study:

The school will be classified into three classes, viz: the Junior, the Middle, and the Senior classes. The course of study will be as follows:

#### JUNIOR CLASS

First Term. — Reading and spelling; word exercises; parts of speech; arithmetic, oral, intellectual, and written; descriptive geography; map drawing and penmanship.

Second Term. — Reading and spelling; simple analysis of sentences; arithmetic, oral, intellectual, and written; political geography; map drawing and penmanship.

Third Term. — Reading and spelling; phonetic analysis; arithmetic, intellectual and written; English grammar and composition.

**MIDDLE CLASS**

First Term. — Reading and etymological analysis; mathematical and physical geography; meteorology; algebra; higher arithmetic and book-keeping.

Second Term. — Natural philosophy and astronomy; history of the United States; higher analysis of language; algebra continued; geometry commenced.

Third Term. — Natural history and botany; rhetoric; rules of construction and criticism; geometry and science of education.

**SENIOR CLASS**

First Term. — History and constitutional law; algebra completed; English language and literature; geometry and trigonometry; teaching in the model school.

Second Term. — Intellectual philosophy; human and comparative physiology; practical chemistry; geology; school laws; practice in model school.

Third Term. — Intellectual philosophy and logic; moral philosophy and natural theology; study of school systems and practice in the model school.

It is to be noted that this course emphasizes mathematics, requiring at least ten terms thereof, that besides geography there are eight terms of science, that no language other than English is offered, and that in the last term there appears the formidable array of intellectual philosophy, logic, moral philosophy, and natural theology. Practice teaching, carried thruout the senior year, with a study of school laws and school systems, and the science of education, make up the pedagogical work of the course.

On account of the closing of the school for the period from March, 1862, to November, 1864, no students completed the course as outlined, altho it is recorded that the treasurer of the Board was "directed to pay the bills of actual expenses of William Markham of Shakopee, Hon. I. Donnelly, and C. C. Andrews, Esq., in attending the exercises of commencement week by invitation of the Board."

When the school was reopened on November 1, 1864, the school year was divided into two terms instead of three as at the beginning, a plan retained until the beginning of the year 1880-1, when the three months' term plan was readopted and has been continued to the present time.



With the re-opening of the school, a course of study prepared by Principal Phelps, more extensive, as it proved, than was justified by the pioneer conditions of the State, appears in his first report as follows:

The studies indicated are arranged as far as possible according to their natural affinities, and not according to the order in which they will be prosecuted by the student.

**ENGLISH LANGUAGE.** — Elementary sounds of the language; pronunciation; spelling; analysis and definition of words; reading and elocution; grammar, including the analysis, synthesis, and classification of sentences; composition; rhetoric and criticism; English literature; **the best method of teaching the above.**

**MATHEMATICS.** — Number; its properties and laws; intellectual and written arithmetic; form, the facts of geometry; theoretical and practical geometry; elements of algebra; book-keeping; surveying and civil engineering; **best methods of teaching the above.**

**PHYSICAL AND NATURAL SCIENCES.** — Natural philosophy; physical and political geography; chemistry; botany; natural history; human philosophy; geology; elements of agriculture; astronomy; **methods of teaching the above.**

**GRAPHICS.** — Principles and practice of penmanship; isometric and perspective drawing; object drawing; industrial drawing; topographical drawing; drawing applied to illustrative teaching; **best methods of teaching drawing.**

**POLITICAL ECONOMY.** — Science of government; constitution of the United States and of Minnesota; lectures on the resources of the United States and Minnesota; history of the United States.

**THEORY AND PRACTICE OF TEACHING.** — Intellectual and moral philosophy; lectures on the principles of education; history of education; didactic exercises or sublectures; observation in model school; preparation of sketches; criticism; lessons in teaching; teaching in practice school; school laws of Minnesota.

The content of this course shows the influence of the "Oswego movement" or Pestalozzianism in America, of which the writer of the course was an ardent advocate, and is in harmony with the statement, "His plan was to make it over completely in accord with the methods and the system at Oswego. Accordingly he filled the faculty with graduates from Oswego or with those who had been instructed or trained by them<sup>1</sup>." The course bears extensive internal evidence of being one for the preparation of professional teachers. Being the best effort of one who was thoroly

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(1) Volume in honor of Dr. Sheldon, A. P. Hollis. (Heath and Co.)

acquainted with the normal schools at Albany, Trenton, and Oswego, it represents the standard normal school course of that day, so far as it could be adapted to the pioneer conditions of a new state.

In noting the features of this early course the record contains one statement of special interest just now, because of its relation to a present day phase of educational discussion: "Another marked feature of the course is the attention given to agriculture and the sciences collateral to it. The pupils of the Normal School are all sons and daughters of those who form the industrial classes of the state. They will soon return to their rural homes and mingle with their friends and communicate to them the valuable knowledge which they have acquired regarding these great fundamental pursuits."

But that this course was too advanced and that the authorities at this time had not rightly judged the intellectual condition of the schools or the ability of students who were to seek the benefits of normal school instruction, is shown in the following quotation from the record: "As a further indication of the deficient character of the instruction too prevalent at the present time, it may be stated that although one year and three months have elapsed since the reopening of the normal school, yet no class has yet been able to advance beyond what are known as the common or elementary branches." This course, therefore, never became effective thruout. While it was intended to require three years for completion, the entrance requirements remaining the same as in 1860, it is pointed out in several parts of the record that the lack of sufficient room, the pressing demand for teachers in the state, and the unprepared condition of the students, prevented the retention of classes for the completion of the entire course as outlined on paper, and that graduation was recommended on the completion of two years of the work.

In 1870, therefore, a new course of two years "actually carried out," for pupils who had finished the common school, was prepared by Principal Phelps and his associates. The former course was simplified by the omission of a number of so-called higher subjects. Psychology was retained under the term philosophy of education; penmanship and the science of accounts were added; and special provision was made for instruction in "the art of teaching

as such." But the course was specially planned to afford thoro mastery of elementary subjects in their relations to each other, and was designed to fit teachers for the lower grades only. "Its limitations have been the result of causes inherent in the condition of educational affairs incident to a comparatively new community," the record states, referring somewhat apologetically to the brevity and simplicity of the course.

The course as revised and carried out is as follows:

**First Term — First Year**

**CLASS D**

<b>Arithmetic</b> (Begun)	Denominate numbers to percentage and its applications, inclusive.
<b>Geography</b> (Begun)	United States and Europe comprehensively studied. Map drawing.
<b>Grammar</b> (Begun)	Parts of speech and their properties. Analysis of sentences. Parsing.
<b>Penmanship</b> (Begun)	Analysis of small letters. " " capitals. Practice black board exercises.
<b>Botany</b> (Begun)	Morphology of leaves. Stems. Roots. Use of schedules.
<b>Physiology</b> (Primary)	Outlines, follow botany, each occupying ten weeks.
<b>Physical and Vocal Culture</b>	Free exercises. Musical notation. Reading through key of C. Chorus singing.
<b>Professional Instruction</b>	Observation, criticism and practice of teaching lessons daily.

**Second Term — First Year**

**CLASS C**

<b>Arithmetic</b> (Continued)	Ratio and proportion. Alligation. Roots. Progressions. Mensuration. Analysis.
<b>Geography</b> (Continued)	Asia comprehensively.
<b>Grammar</b> (Completed)	
<b>Botany</b> (Completed)	
<b>Geometry</b>	Geometrical facts. Lines. Surfaces. Figures. Free drawing of geometrical forms.
<b>Physical and Vocal Culture</b>	Free gymnastics. Reading and singing in all scales.
<b>Algebra</b> (Begun)	Elementary principles. Algebraic fractions.
<b>Professional Instruction.</b>	Criticism lessons continued. Practice in teaching. Occasional observation in Model Schools.

## First Term — Second Year

## CLASS B

Physical Geography	Phenomena of the ocean and atmosphere. Use of globes. Solution of problems.
Mathematical “	Vocal exercises. Reading. Elocution. Composition.
English Language	Equations. Surd quantities. Roots and powers.
Algebra	Quadratics.
Natural Philosophy	Properties of matter. Fundamental ideas. Statics. Laws of motion. Heat. Electricity. Magnetism.
History and Science of Government	History of the [U. S. Constitution] of the United States.
Chemistry	Chemical physics. Nomenclature. Atomic theory. Laws of combination. Particular study of the elements. Experimental practice in laboratory.
Physical and Vocal Culture	Chorus practice.
Professional Instruction	Observation, criticism, and practice, continued.

## Second Term — Second Year

## CLASS A

Chemistry (Continued)	Particular study of elements and compounds. Experiments. Laboratory practice.
Geology	Definitions and principles. Order of terrestrial strata. Paleontology. Field work. Collection and arrangement of specimens.
Geometry	Four books.
Philosophy of Education	Nervous mechanism. The senses. Sensation. Observation. Memory. Imagination. Reasoning. Methods of instruction.
Anatomy and Physiology	
Observation in Model School	Criticism and practice of teaching.

The principal's report of 1870 states: "This course was also reported substantially as it appears herewith to the convention of the American Normal Schools' Association at its session in Cleveland in August last. The report was earnestly and ably discussed through nearly two days and was at length adopted with some modifications. These changes were, however, in the direction of its limitation rather than its extension."

This course of 1870 soon came to be called the "elementary course" and an advanced course, "designed to prepare teachers for the upper grammar grades and high school grades," was strongly urged in the fall of 1872 and the request reiterated in 1873. The



record in 1874 contains a report by the principals of a "uniform course of study for the three several normal schools" which is entitled "Elementary course," is two years in length and not unlike the course of 1870, except that it is simplified to six subjects per semester and marks the increasing demands for more advanced work by adding four "advanced studies to be pursued when practicable." This course was adopted in 1874 and was as follows:

Elementary course of study and training in the State Normal Schools of Minnesota:

### FIRST YEAR

#### First Term:

Arithmetic (begun)  
Geography (begun)  
Grammar (begun)  
Reading, Penmanship  
Spelling  
Art of Teaching

#### Second Term:

Arithmetic (completed)  
Geography (completed)  
Grammar (completed)  
Physical Geography  
Vocal Music  
Methods of Teaching

### SECOND YEAR

#### First Term:

Rhetoric, Composition  
Algebra  
Natural Philosophy  
History of United States  
Drawing  
Methods of Teaching  
Practice in Model School

#### Second Term:

Plane Geometry  
Physiology  
Mental Philosophy  
Practice in Model School

#### Advanced studies to be pursued when practicable:

Book-keeping.  
Geology with special reference to Minnesota.  
Astronomy.  
Chemistry.

### Second Period, 1877 — 1895

\* The circular of information for 1875 announced that an advanced course "will be entered upon as soon as there is a clear and healthy demand for it," while the annual report of that year contains a convincing paragraph on "Necessity of a Higher Course," beginning as follows: "There is a clear and urgent demand for an advanced course, supplemental to the present elementary training course. We want men and women of culture, and prepared to become educational leaders." Principal Morey in reporting the opening of the school in the fall of 1876 states: "the grade of the pupils entering the school this year is much higher than that of any class received previously. \* \* \* \* The advantage resulting in

this increase in the attainments of candidates for admission is obvious. The requirements for admission can be correspondingly increased and the whole work of the school raised to a higher level." His report for the following year states: "As intimated in the last report, the time has come when the course of study should be advanced, and the work of the school placed on a higher level. This has accordingly been done. The entrance examination has been made more rigorous, and several branches of professional study have been added to the course."

In 1877 (December), therefore, as a result of several years' agitation, an elementary course of three years and an advanced course of four years were authorized, the latter including "the Latin language and the higher and professional branches. It is intended that its graduates shall be thoroughly prepared for work as principals of high schools and graded schools, or as county superintendents."

A tabular view of the course of 1877 as it appeared in the catalog for 1879-80 is as follows:

TERMS	ELEMENTARY COURSE			ADVANCED COURSE		PROFESSIONAL CLASS (For those who pass ex- amination on the academ- ic work of either course.)
	"C" CLASS	"B" CLASS	JUNIOR AND "A" CLASS*	SENIOR CLASS		
FALL TERM (Aug. 23—Nov. 11) 12 Weeks.	Arithmetic Grammar Geography Penmanship and Drawing Voice Culture & Reading	Algebra Physiology Word Analysis Civil Gov't & School Law Methods of Teaching	Geometry Zoology Physics School Economy Practice Teaching	Solid Geometry and Mechanical Drawing English Literature Latin, — Virgil Philosophy of Education Practice Teaching	Philosophy of Education School Economy Methods of Teaching Practice Teaching (One Optional Study)	
WINTER TERM (Nov. 15—Feb. 10.) 12 Weeks.	Arithmetic Grammar Geography Penmanship & Drawing Voice Culture & Reading	Algebra Hygiene Rhetoric & Composition Methods of Teaching Voice Culture & Elocut'n	Geometry Chemistry Mental Philosophy English Literature Practice Teaching	Solid Geometry and Mechanical Drawing Astronomy English Literature Latin,—Virgil & Cicero Practice Teaching	Mental Philosophy School Law Methods of Teaching Practice Teaching (One Optional Study)	
SPRING TERM (Feb. 14—April 20.) 10 Weeks.	Science of Arithmetic English Analysis Com. & Phys. Geography U. S. History Drawing and Vocal Music	Algebra Botany Rhetoric & Composition Methods of Teaching Book-keeping	Chemistry Mental Philosophy English Literature History of Education Practice Teaching	Geology English Literature Latin, — Cicero Voice Culture & Elocut'n Practice Teaching	Mental Philosophy History of Education Methods of Teaching Practice Teaching (One Optional Study)	

\* Studies of the Junior Class are the same as for the "A" Class, Elementary Course, excepting that Latin is substituted for Literature and Zoology.

The effect of the advanced course upon the school was immediately "very marked." The course from 1864 to 1877 remained practically unchanged, as has been noted, and required nominally two years for completion. Indeed, the report shows that in 1868 a "majority had completed their course in less than the prescribed time," and during the '70's it was not unusual for students after graduating from the normal school to finish their education in a high school. But in November of 1877 it is noted that "several graduates of the best high schools in the state have entered upon the work for preparation for teaching," the catalog of that year announcing that "graduates of high schools and others who are fully prepared upon the academic studies take only the professional work and graduate in one year," thus earning the advanced diploma with those not high school graduates who pursued the four years' work. Ten years later the record states, "although recently established, the professional course has become the most important feature of this school."

A revision in 1882 (May) was a "course essentially the same as that followed by the school during the past five years." The three normal schools now adopted a uniform standard for admission, using the same sets of questions in arithmetic, geography, and grammar, a plan apparently soon abandoned. In 1884 it was voted to admit holders of second grade certificates to the "C" or beginning class without examination, to accept high school board certificates, and to admit high school graduates on their diplomas.

The next readjustment came in 1888 (May), but again it is noted that the course "has not called for any material change in the order or amount of work done by the school in the several branches." At this time we begin to find expression of the need for further increasing the time requirements of the course in order that students shall not be forced to do superficial work by the increasing number of subjects. President Shepard in 1890 urges: "There are certain changes which ought to be made, in order to relieve the course of its crowded condition. The elementary work in many subjects, which was regarded as sufficient some years ago, will no longer satisfy the high and steadily increasing demands upon our



graduates. The effort to meet these demands leads to a loading of the courses, and to attempts to do more in a short time than can be done well. An extension of the time of the several courses is demanded by the present conditions."

### Third Period, 1895 — 1908

The course of 1877, which was practically unchanged in the revisions of 1882 and 1883, continued to be the basis of the work of the school for seventeen years. Soon after the middle of the period the need was felt and expressed for higher requirements in the subject matter of the course with a relative extension in the time required. There resulted, therefore, in 1895 a second forward step as definite and important as that of 1877 had been. At this time the advanced course was extended from four years to five years, and an additional year was added to the professional year of work for high school graduates, thereafter requiring two years of work for the completion of requirements for the advanced diploma. The elementary diploma, under this revision, was granted high school graduates for one year's work, and to persons who had not attended high schools, on the completion of three years' study. The added year of work brought in an additional or third term of advanced psychology and child study, and a term each of social science, literary interpretation, elementary science or nature study, and general method, with added work in reviews and methods in the common branches. The principle of elective studies may be first recognized here in the extension of the privilege of choice between physiography and astronomy in the academic courses. A new policy was made possible by the added time requirement in the fact that each student was now limited to nine studies per year, or three studies during each term, so that greater emphasis came to be placed upon preparation in study by the pupil and upon the depth and breadth of the work required in each subject.

The revision of 1895 was followed by slight changes in 1898 (April), the half term of drawing for high school graduates being doubled and their term of music halved. To each the first year and fourth year of the long courses were added three additional subjects, increasing the yearly requirements to twelve units. The subjects added were a term each of music, drawing, physiology, algebra, astronomy or physiography, and history of education.

In 1899 (June) a slight revision made both reading and music full term subjects for high school graduates, readjusted the order of subjects, and reduced the pressure of the two crowded years. The most important change at this time was the dropping of the elementary course of three years for students who had not attended or completed the high school, in the belief on the part of those who urged the step that the high schools of the state were sufficiently strong and numerous to furnish this preliminary training, and that the normal schools should begin to limit their efforts to strictly professional work. Another important step was the raising of the standard for admission to the three courses for high school graduates, by the provision requiring in 1902 and thereafter satisfactory high school records in each of the following subjects: civics, U. S. history, one biological science (botany or zoology), and one physical science (physics or chemistry).

In 1901 the elementary course, dropped in 1899, was reinstated, in response to urgent demands by county superintendents and others, but as a course leading to a certificate of the first grade valid thruout the state, rather than to a diploma as formerly. However, as a result of continued demands on the part of school authorities for more teachers and the decrease in the number of students entering this course, it was restored to its former position as a diploma course in the normal schools by the Board's action of 1903 (March), somewhat strengthened and enriched. To the advanced courses there were added at this time a term of manual training, a subject that had been added to the Winona model or training department in the fall of 1900, and a term of theme writing, while primary methods was added as an elective in the place of advanced grammar for high school graduates and in the place of chemistry for persons in the three year elementary course. In the one year course for high school graduates the two subjects of drawing and music, which with reading had ranked as half subjects since 1895, were increased to full term subjects, reading remaining unchanged.

A revision of the course in 1907 was in the direction of a reduction of the amount of purely professional subjects and the increase of academic work in the subjects taught in common schools. In the advanced course for high school graduates one of the three terms of psychology was discontinued; the philosophy of education

and ethics, which had been in the course in some form since the beginning, was superseded by or merged into a second term of the history of education; theme writing and literary interpretation, of which there was formerly a term each, became one term of literature and themes; a term of advanced geography and a term of history-civics were added. Similar changes were made in the academic-professional subjects. Reading in the elementary course for high school graduates was increased to a full term. To encourage high school graduates to earn the advanced diploma the four high school subjects especially required of all high school graduates after 1902, i. e. U. S. history, civics, botany or zoology, chemistry or physics, were withdrawn from the entrance requirements for admission to the advanced courses, but are retained to the present time in the case of high school graduates who are candidates for the elementary diploma.

Up to 1878 there was but one course in the normal school, as has been pointed out. It required not over two years beyond the second grade certificate for its completion. In 1877 an advanced course in addition to an elementary course was adopted, with a professional course of one year for high school graduates. While one student was graduated from the kindergarten course in 1882, three in 1883, and six in 1884, the Normal School Board did not formally recognize this fourth course, or authorize a state diploma therefor, until 1885. The Board in 1891 directed the Superintendent of Public Instruction and the presidents of the four normal schools to formulate and report an advanced English course. This would have made a fifth, but there is no record that the committee submitted such a report and the catalogs do not announce the course until after the revision of 1895.

After 1895, however, and until 1908, six distinct courses were offered in the Minnesota normal schools as follows:

For high school graduates:

An Advanced Course of two years (Advanced diploma).

A Kindergarten Course of two years (after 1898) (Advanced diploma).

An Elementary Course of one year (Elementary diploma)

For persons admitted on examination:

An English Academic-Professional Course for five years (Advanced diploma)

A Latin Academic-Professional Course for five years (Advanced diploma).

An Elementary Course of three years (Elementary diploma)

The conviction had been frequently expressed that these six courses should be merged into one complete or standard course, that flexibility should be secured by a plan for electives, that programs of work leading to an elementary diploma should be retained, but known as partial courses only, and that the required work should be extended and strengthened. Accordingly in 1908 (September) a revised course of study previously arranged and unanimously agreed upon by the five presidents, embodying each of these four considerations, was adopted by the Normal School Board, thus marking the last revision for the first fifty years in the history of the school.

It is unnecessary to reproduce here the 1908 curriculum, now current. So far as the required subjects are concerned or the amount of required work for any student, the present curriculum does not differ materially from that of 1895. Several subjects, such as physical education, English expression, library administration, and public speaking, previously required as extra subjects without credit, are now made credit subjects. It provides  $90\frac{1}{2}$  terms of assigned work within which each student's course is prescribed. In place of certain of these subjects, however, the student may choose other subjects from a list of  $26\frac{1}{2}$  electives "offered as the facilities of the school permit." While much of the greater portion of each student's work is prescribed, he still has considerable liberty of choice, and thus the privilege of specializing much more fully than has been possible heretofore. The course requires the completion of 60 term units, a unit requiring five hours per week for twelve weeks, twelve units being the permissible maximum for one year. High school graduates receive 36 units of advanced credit and graduate in two years.

Closely connected with this last revision was the change in the diploma law. The act of 1891, giving normal school diplomas the validity of state certificates of the first grade for a period of two years, and providing for the extension of the life thereof by endorsement for five years in the case of elementary diplomas and for life in the case of advanced diplomas, was interpreted by the attorney-general to imply and, therefore, authorize the reindorsement of the elementary diploma at periods of each five years. This equalized the values of the two diplomas, so far as their legal character as licenses was concerned, and led to a steady decrease



in the relative numbers of students entering the advanced course year by year, until in 1905-6 but 25% of the graduates of the five schools earned the advanced diploma, and the number of students in this school pursuing courses leading to the advanced diploma had decreased until it was but 38% of the enrollment.

Efforts had been made for several years, beginning in 1901 with President Millspaugh, to provide means by which the difference in the legal values of the two diplomas should correspond more closely to the difference in the values of the work required on the part of students in earning the diplomas. As a result the Legislature in 1909 amended the diploma law so that the completion of certain prescribed portions of the course of study now leads to an elementary diploma which is good as a certificate for three years only, and cannot be extended by endorsement without one year of additional work in the normal school and ultimately the completion of the full course. A general appreciation of the value of the advanced diploma had increased the percentage of enrollment in advanced courses after 1906 to 62% in 1909. With the added effect of the new law the number of candidates for the advanced diploma in 1910 is 73% of the school.

One further proposed advance in the curriculum offered in the Minnesota state normal schools should be noted here before closing the record of changes for the first half century. In his November, 1909, quarterly report to the Board, President Cooper of Mankato said:

It seems to me that the time has come for an advance in the work of the Normal Schools of the State in the way of furnishing special courses to train special teachers in the subjects that are being introduced into our schools. I refer to manual training, music, drawing, home economics, agriculture, and the like. Three of the schools have taken one step in this direction, the kindergarten training course, but for more than eleven years we have stood still in this matter, while the schools have been making continually louder calls on us for teachers who can do the new things that are finding place in the schools.

It is not my thought that each school can train special teachers in all of these subjects, but with a comparatively small addition to our support funds each of the schools can train in two or three of them, dividing the field, as is done in some other states.

An informal discussion by the Board was followed by the adoption of the following resolution offered by Mr. Schulz:

That the presidents are requested to investigate the question of establishing new courses in the Normal Schools for the training of special

teachers in the new lines of work that are being generally undertaken in the public schools, and make report to the Board at its next annual meeting.

The Normal School Board's action, which will follow the printing of this record, cannot be reported here. But the first action of the Board of Presidents, in February, is recorded in the following motion:

After general discussion, concerning the proposition to establish special courses of study in the Normal Schools, the following motion was adopted: That it is the sense of this Board that it may be practicable and advisable to establish special courses of study in household arts, drawing, music, and manual training, etc., in the Normal Schools, but that additional information concerning the operation of such courses of study in other State Normal Schools should be secured.

The general discussion concerning the proposition to establish special courses of study in the Normal Schools led to the suggestion that it would be well to recommend an extension of the course of study so that the Normal Schools might offer college work.

The curriculum has now been rapidly traced thru the half century. What it is, has been set forth, with a hint of what it may soon become. What it was at the beginning is excellently expressed in a paragraph written by Wm. F. Phelps in 1905:

"The course of study in the early days of the Winona Normal School was simple and unpretentious. There were no high schools in the state then. The University existed only in name. The walls of its first building were standing windowless and doorless and at that time the structure looked like the abode of bats, owls, and the animal waifs of the streets. The common school system of the state was practically unorganized. The country schools were, many of them, kept in sod houses. There were scarcely half a dozen county superintendents in the state. President A. B. Stickney, now of the Chicago Great Western Railway, was at that time superintendent of the schools of Washington county. A convention of these officers was called at Winona in the spring of 1865, and there were present only the half of a "baker's dozen." What need was there for an elaborate course of study? The Normal School had to adapt itself to conditions. It had to go down to the bottom — to bed rock. It met the teachers on the basis of but little more than the three R's: that was a necessity. It worked upward and higher consistently and persistently for better things. But a school or an institution that does not do and teach a thousand things that cannot be written in a course of study, has

not a valid excuse for existing. So it seems there was no need of worry about a curriculum or its connection or co-ordination with high schools and university, first because there were none, and second because its business was to prepare — to create the foundations of a power that was to make high schools and universities practicable and possible, to train a body of thorough, skillful and conscientious teachers worthy of their high vocation of instructing the people<sup>1</sup>."

The original "simple and unpretentious" course of two years has been more than doubled in length and scope during the half century. Students entering the normal school from high schools pursue three times as much work as their fellows of fifty years ago. The steps in this forward movement have been steady and definite. While avoiding alluring by-paths, those who have developed the curriculum have appreciated the enlarging conception of the place of common schools in the life and progress of a democracy, and have steadily demanded higher standards of technical knowledge, expertness in execution, general culture, and that fine expression of character called personality. They have made these demands because they were moved by the deep conviction that in this democracy the high quality of the citizenship is our only hope of salvation, that the most vital constructive force therein is the public elementary school, and that in turn the most vital element in the school is the teacher.

With the close of the period we see signs of the early introduction of courses designed to prepare teachers who desire to specialize more fully than has been heretofore or is now possible. Moreover, the Minnesota normal schools seem about to give serious and sympathetic consideration to plans for enlarging the scope of their professional training for teachers so that these schools shall become normal colleges or preferably teachers' colleges, a movement which seems now to be the clearest prophecy of what the curriculum shall become during the next fifty years.

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<sup>1</sup> The Bulletin, Nov., 1905.

### THE LIBRARY

The beginnings of the library seem to have been coincident with the beginnings of the school itself, for we find in the report of the committee on organization of the Normal School, in 1860, that the "library text and reference books already number fifteen hundred volumes," moreover, a library room had been provided in the building erected by the city for the purpose of accommodating the school. In the same report we also find that "donations of books of a suitable character in any department of literature will be thankfully received and appropriately acknowledged." As no appropriations were made for the specific use of the library until 1877, we would judge that up to that time all additions other than the texts used for class work were received by donation. But in the year 1877, the sum of \$500 was appropriated by the Legislature "for library, laboratory, and museum." By means of the library's share of this appropriation, it was possible the next fall to open a reading room for the use of the students. In the planning of the new building which was erected in 1869 a large room on the second floor was devoted to library purposes. This room opened from the office and also from the corridor and comprised what is now the east part of the main office and the west part of the Frances Elmer room. This continued to be the library and reading room until 1895 when, its 3,000 volumes necessitating larger quarters, a room across the hall was appropriated.

For over twenty years the library was in charge of the teachers; then, in 1883, Miss Anna Fockens (class of '83, now Mrs. Chauncey Waterman) was appointed librarian and assistant in the English department. She was followed in 1885 by Mrs. I. M. Mead (class of '84) who also assisted in the English work. In the following year, 1886, Miss Fannie Elmer was elected teacher of Latin and librarian of text-book and general libraries. As early as 1878 a separation of the text-books and general library books had been made with a nucleus of about five hundred volumes for the general library. By 1887 this number had increased to 1,000; in 1898, the end of Miss Elmer's administration, there were 4,000 books in the general library. During her incumbency, with the assistance of the teachers and with some student help, the books were classified by the Dewey system and an extensive card catalog made.



By 1898 the library had grown to such proportions that it was deemed necessary to have a librarian who should give her entire time to this department of the school, and Miss Ida Aikins (now Mrs. Rhys Fairbairn) from the Library School at Armour Institute was engaged. Miss Aikins held the position for two years, and during this time the technical work was extended and revised to suit the newer and most approved methods.

In 1895, when the east wing was extended southward, giving much additional room, the large double room across the corridor from the original library room was given over to library uses; but by 1898 these quarters were found too limited for the increasing volume of books and the increasing uses of the library, and the next room south was annexed by removing the partition. Later the shelf room was increased by a balcony built on the south side and by cases lining the adjacent corridor.

In the winter of 1900 Miss Mary Grant entered the library for a course in library work under Miss Aikins, in the fall of that year was made assistant librarian, and now for ten years has been in full charge.

During these last ten years, the library has more than doubled; its quarters in the main building have been outgrown, and in the summer of 1909 it was moved to the new building where it occupies the entire second floor. During the '90's, when the library was increasing rapidly in size and in its value in relation to the school work, at the time when the classifying and cataloging were being carried on, appropriate library furniture and many library fittings were purchased; but by the time the new library was opened these had been outgrown or worn out, and the main library and reading room was fitted thruout with the newest furnishings and the best obtainable with the funds at command. The floors are covered with corticine and steel shelving lines the walls on three sides and on half of the fourth. All windows are above the shelving, and thus has been effected a system of daylight lighting which is satisfactory beyond even the best expectations of those who planned it. Eight large tables seating eight each, the chairs to accompany these, the librarian's desk, and a special book stand for reserved books, are all in oak of the best library make and finished to match the woodwork of the room.

The library now contains 9,475 books, besides a Federal library of over 4,000 public documents. In 1884, thru the courtesy of Congressman Mark H. Dunnell, this library was made a depository for Federal documents for the First Congressional District<sup>1</sup>. This, tho involving a problem of proper housing and care beyond satisfactory solution, has been of great value as a source library in many fields.

The library aims to maintain a generous subscription list, providing periodicals both for study and for recreative reading. Our present list is as follows:

American Historical Review	Manual Training Magazine
American Journal of Psychology	Minneapolis Journal
American Journal of Sociology	Musican
American Physical Education Review	Nation
American Political Science Review	National Geographic Magazine
American Primary Teacher	North American Review
Atlantic Monthly	Outlook
Biological Bulletin	Pedagogical Seminary
Bookman	Pioneer Press
Bulletin of Bibliography	Popular Mechanics
Century	Popular Science Monthly
Craftsman	Public Libraries
Education	Publishers' Weekly
Educational Review	Readers' Guide to Periodical Lit-
Elementary School Teacher	Review of Reviews (erature
Etude	St. Nicholas
Forum	School Arts
Geographical Teacher	School Journal
Harper's Monthly	School Music
Harper's Weekly	School Review
Independent	Scientific American
International Studio	Scientific American Supplement
Journal of Education	Scribner's Magazine
Journal of Educational Psychology	Survey
Journal of Geography	Teachers' College Record
Keramic Studio	Technical World
Kindergarten Magazine	Wood Craft
Kindergarten Review	Work with Boys
Library Work	World's Chronicle
Literary Digest	World's Work
McClure's Magazine	Youth's Companion

1. Acknowledgements are due Senator Rice, Hon. Thomas Simpson, Hon. C. A. Morey and Congressman J. A. Tawney for much that is valuable in completing the early records of this library.

The following are in the library thru the courtesy of the publishers:

A. L. A. Book List (State Library Commission)	
Advocate of Peace	Saint Paul's Guide
Iowa Normal Monthly	School Education
Lake City Sentinel	Skandinaven
Progress	Wabasha Herald

The library enjoys the privilege of membership in the National Educational Association, American Historical Association, National Geographic Society, Mississippi Valley Historical Association, Minnesota Academy of Social Sciences, and also, thru the Librarian, in the American Library Association and the Minnesota Library Association, thus gaining the advantage of the proceedings and other publications of these societies.

From the very foundation of the library the books have circulated with some restrictions. The students have free access to the shelves and they themselves charge the books, and it is a noteworthy fact that, even with this free policy, the loss of books is exceedingly small. While the circulation is not extended generally beyond the student body and teachers, any material not obtainable elsewhere is gladly placed at the disposal of outsiders under certain conditions.

In 1900 former President Shepard donated to the school 300 volumes as the nucleus of a children's library. This library was named the Shepard Library in honor of the donor, and is kept apart from the general library in the main building where it is readily accessible to the children of the elementary department. The Shepard Library has received additions from President Millspaugh and from President Maxwell until it now numbers 1228 volumes. It has its own catalog, which the children are taught to use, and they also have free access to the shelves under the care of student assistants.

In the course of its fifty years' existence the library has received many valuable additions in gifts, the most notable of these being: a donation of 152 volumes from the private library of ex-President Phelps in 1885; the donations before referred to from Presidents Shepard, Millspaugh, and Maxwell; and in the spring of 1909 a gift of 106 volumes from the library of the late Earle S.

Youmans, given by the heirs, Mrs. Florence Y. Boothe and Mr. C. M. Youmans; of a different character, but equally valuable, is the bound file of the Winona Daily Republican from 1862 to date, a donation by the publishers.

Since 1898 instruction in the use of the library and in elementary library methods has been included in the work of the school. Up to 1909 this was given in the form of lectures to the seniors; but in that year it was entered in the curriculum as an elective course, open to all students. This last fact, together with the incidents of the library's steady, vigorous growth, as related above, may indicate how significant and vital a part of the school the library has been and is.

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### THE MUSEUM

The early history of the museum, prior to 1882, is gathered from the published statements of Wm. F. Phelps and Dr. Irwin Shepard. In that year the present curator was appointed and, therefore, its current history dates from then.

As early as 1865 Principal Phelps and his associates, on "excursions to quarries and railway cuts and other excavations, and along the bluffs of the Mississippi River" collected the first fossils and minerals which were destined to become the beginnings of the Winona Normal School Museum of natural history. Mr. Phelps says: "These trips extended as the Winona and St. Peter railroad was built, all the way from this city to the end of the track on the Missouri River. Excursions were also made to Duluth. With hammer and sack, little by little the specimens were gathered in, and finally began to be displayed on a small table in the school room in the upper story under the roof of the old building on the corner of Lafayette and Fourth streets. Gradually a second table was added and a case was mounted upon it. That humble beginning is still represented in the spacious hall now occupied by the great collection in the present building."

According to Dr. Shepard, prior to 1871, citizens of Winona had placed in the normal school building, for the use of the students, private collections of minerals and specimens. Notable among these contributors was Principal Phelps himself and Hon. Thomas Simpson, later a resident director, who contributed his large private cabinet of minerals. Many minerals and fossils were brought back



from an expedition to Fort Berthold, Montana, in 1873. Mr. Phelps obtained the Indian bull hide boat conspicuous in the collection. At Duluth, on the return trip, he purchased the cluster of large amethyst crystals, probably the largest quartz crystals in the world.

At about that time Mr. Phelps also secured the series of physiological and paleontological paintings of Ernest Sandoz, a nephew of Professor Arnold Guyot, which till recently decorated the high wall spaces of the old museum.

Next, in the words of Dr. Irwin Shepard, "In 1875 the citizens of Winona, at the advice and solicitation of Professor Wm. F. Phelps, contributed about \$3,500.00 for the purchase of the Woodman collection" of minerals, fossils, casts, corals, sponges, and shells. This collection also included the partial remains of a Mastodon skeleton, which formerly was displayed in the large glass case in the center of the museum. This extensive series of specimens, many of them very beautiful, were kept in the boxes in which they were shipped from Dubuque, Iowa, till 1878, then Mr. Morey, then Principal of the school, with the help of Mr. Woodman, unpacked and displayed them in the glass wall cases meanwhile provided by the school<sup>1</sup>.

In order to understand the relation of this splendid museum to the Winona Normal School, it is necessary to go back some years. From a paper by Dr. Shepard we learn that, after a preliminary meeting, on May 24, 1871, a number of Winona citizens, led by Principal Phelps, on June 12 of that year, adopted articles of association for the Winona Society of Arts, Sciences, and Letters. The charter members were, besides Mr. Phelps, Thomas Simpson, Abner Lewis, Mary V. Lee, C. C. Curtiss, O. B. Gould, Sarah L. Wheeler, and C. H. Berry. The purpose of this society, as set forth in the articles, was "the fitting of rooms in the First State Normal School building for a museum of natural history and physical science, and for a department of drawing and the arts of design; the collection, classification, and arrangement of specimens in natural history and archaeology, and of models in physics and the fine arts; the collection of facts and objects pertaining to local or general history; the establishment and support, on the grounds of the normal school, of a botanical garden; the arrangement and ornamentation of the grounds; the gathering of a library of standard

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1 See report of Public Instruction, 1876-7, p. 199, and 1877-8, p. 175.

works in all departments of science, literature, and art; and the collection and preservation of all collections, and by lectures and other appropriate means the elevation of the public taste."

Unfortunately no record can be found giving the names of the donors, or at least of the principal donors, of the large sum that secured for the school the Woodman collection. But the inference seems justified that some of them were members of the Society of Arts, Sciences, and Letters. It is, however, a matter of record that the Society assumed authoritative ownership of both the Woodman collection and of all the materials previously collected or otherwise contributed, or simply deposited, as was the case with some materials. For, in the 19th annual report of the Superintendent of Public Instruction of Minnesota, for the year ending August 31, 1878<sup>1</sup>, we find recorded the following contract between the Society and the State Normal Board:

1. The society agrees that its collections, apparatus, pictures, etc., shall remain in the rooms now occupied by them so long as the building shall be used for the purpose of a state normal school.

2. That said collections, etc., shall be forever free to the use of the normal school in said building, its teachers and pupils, and that said collections shall not be removed, either in whole or in part, for any purpose whatever. ¶

3. That, to prevent interference with the operations of the school, the times of opening said rooms to the public shall be as the principal and resident director of the school shall from time to time direct, and not otherwise.

4. That the society shall bear all expense of classifying, arranging, and putting in position all specimens and objects, and of preserving the order and condition of the same. PROVIDED, That the state normal board agrees: 1. To furnish to the society, rent free, the room now occupied by its collections; to heat, light, and keep the same in repair as long as the building shall be used for the purposes of a normal school. 2. To give to the society the use of such cases, platforms, and fixtures as are already placed in said rooms, and to build others as the acquisitions of the society may demand. 3. To furnish janitor's services for said rooms, as their use may demand.

It appears, from the practice at the annual meetings called in the '80's, that the President of the Normal School was ex-officio president of the society, for President Shepard regularly called and presided at the annual meetings, to listen to the reports of progress made in arranging and adding to the museum materials by exchange and by collection. The men who then met in the president's office were Judge O. B. Gould, Mr. Thomas Simpson, Mr. C. A. Morey,

and Judge C. H. Berry. All these men, as well as the other charter members of the society, except Dr. Shepard and C. C. Curtiss, are no longer living; and it is partly on this account, partly by reason of the changes in the administration of the normal school, that the meetings of the society have, in late years, been discontinued, and that it has practically fallen into oblivion.

In 1882 the normal school authorities engaged as teacher of botany and zoology Mr. John M. Holzinger, who was also instructed to act as custodian or curator of the collections of the museum. Before taking up his work he was commissioned to study museum methods by visiting the principal museums in the east, including the Smithsonian Institution and National Museum in Washington, D. C., the museums in New York, Yale, Harvard, Albany, Rochester, New York, and Chicago. By him all the collections were rearranged and brought under a uniform system. Efforts were made also to bring under the system the undetermined fossils and minerals.

In the field work connected with school instruction a persistent effort has been made to study the mollusca, birds, and flowering plants of the territory surrounding Winona; and in these lines annual additions have been made to the collections. All the mollusca of the local fauna, numbering 104 species, were thus secured. The nucleus to the collection of local birds was the Mary Couse collection<sup>1</sup>. By annual collection, exchange, and occasional purchases, the museum has gradually acquired a series of upward of 220 species of birds. These have been used in instruction more than any other series of animals in the museum. There may also be mentioned the large collection of birds' eggs deposited by Mr. C. Horton Porter. The most extensive contribution to the museum in recent years is the large private collection of lower Silurian fossils by Attorney William A. Finkelnburg. Another addition is the World's Fair Columbian Exposition herbarium of 3,000 mounted plants in 1893<sup>2</sup>. Other important, as well as all minor additions to the museum, together with the progress in classification, are reported in the annual catalogs of the school from 1878 to 1906.

<sup>1</sup> Miss Couse, before becoming a teacher at the Winona Normal School, was associated with David Starr Jordan, then at Bloomington, Indiana, and received from him her inspiration in the study of birds. She became subsequently the wife of the late Judge O. B. Gould. A son, Ozro B., at present represents the U. S. as Assistant Consul at Seoul, Korea.

<sup>2</sup> This herbarium was prepared by the curator while an assistant botanist at Washington, D. C. It was intended as a model herbarium copied after the government herbarium in the U. S. Department of Agriculture. After it had performed its function at the Chicago Exposition, the curator, who had meanwhile returned to his position at the Winona State Normal School, solicited its transfer to Winona, and Secretary of Agriculture J. Sterling Morton sanctioned this transfer. See the Annual Catalog for 1894.

Several of these catalog numbers have also classified synopses of the entire contents of the museum, for the more easy reference of both students and visitors, but especially for the use in the grade teaching in the school. For the main purpose of this museum, from Principal Phelps thru the several administrations, has been **educative**. That is, the children were to benefit from the use of the materials and objects in practical illustrated object lessons or nature study lessons.

Since 1907 the head of the department of geography has had official charge of the collections of minerals and fossils of the museum. During the administration of President Millsbaugh, the question of the development of an industrial museum to be used in normal school instruction received considerable attention. The curator was requested to study plans for this departure. To this end he visited the Field Columbian Museum in 1903, studying the Industrial Collection for a month. It was planned to line the lower corridor of the east wing with dust proof glass cases for the display of the more valuable commercial and industrial products. One case was built, and was temporarily filled with birds. But lack of funds have so far made it impossible to develop this plan further. It has, however, been deemed desirable, temporarily at least, to rearrange the fossils and minerals and to get wall space for the display of commercial and other products used in the department of geography; and the head of this department has thus found opportunity to considerably expand the nucleus of the industrial part of the museum during the past two years.

The original floor space devoted to the museum, up to 1906, was the east end of the third floor of the original building, measuring 35 ft. x 85 ft. After the east wing was erected in 1894, the space 15 x 35 was added to the south end of the former museum, making a total of 35 ft. x 100 ft. In 1906, the need for more recitation room space led to the appropriation of 35 ft. x 36 ft., which was cut off from the north end of the old museum. This leaves a floor space of 35 ft. x 64 ft. for the present museum.

Except for occasional sums of money for purposes of janitor work in dusting shelves and specimens, and for the occasional purchase of birds, to be prepared by the curator, the school has incurred no expense in bringing together these collections.



## MUSIC

The fine arts have always occupied a prominent place in the life and work of the Winona Normal School. The ideal and the real have kept pace with each other, and the half century which has just gone is filled with the spirit of inspiration which has dominated a people or an institution which has believed in art as an uplifting influence. The center of early musical life in the community was old Normal Hall. Many artists of high rank, in both vocal and instrumental music, appeared in this Hall during the pioneer days of the town. Again, what was true of music was true in a literary sense also. Distinguished speakers and readers contributed largely to the intellectual life of Winona from the platform of Normal Hall.

There was an absence of scenery and stage setting; empty walls and plain wooden chairs greeted far-famed artists. And yet music and words fell upon the ears of an appreciative and enthusiastic audience, which also did not seem to heed the hard chairs, and three flights of stairs. Then it was, indeed, art for art's sake only. Remenyia Camilla Urso, Julia Rive-King, Anna Louise Cary, Emma Thursby, Adelaide Phillips, The Mendelssohn Quintette, Mrs. Scott Siddons, Carl Schurz, Henry Ward Beecher, and others, created an atmosphere which has made many things possible in the life of both school and community. Public spirited citizens were largely instrumental in bringing to school and town artists and speakers of well known ability.

To the first instructor in music, Mr. O. D. Adams (1864-1866), is due a worthy foundation in the musical life of the school. From their earliest history the musical interests of school and community have been closely identified. Mr. Adams, as leader, was prominent in the St. Cecilia Society, one of Winona's earliest and most influential musical organizations. He was also one of the charter members of the Masonic Lodge. Time pays a fitting tribute to his efforts in holding the closing semi-centennial exercise in the beautiful Masonic Temple which has been erected recently.

Miss Emma Bancroft had charge of the music department during the two years intervening between 1866-1868. She was followed by Mr. J. B. McGibney, who, together with his famous family of singers, took an active part in the musical affairs

of the school and northwest between the years 1869-1873. This was the reconstructive period of the school, the year following the Civil War making many important changes necessary.

Following the methods of Dr. George F. Root, Mrs. Mary A. W. Cooley (1873-1877) shaped much of the future musical spirit of the school during the four years in which she was at the head of the music department.

Miss Jennie G. Steward remained with the school for one year (1877-1878), this being true also of her successor, Miss Mary Gorham, who presided over musical affairs in 1879-1880. The turning point in life comes to an individual and institution alike. The critical period became evident in 1880, when courses of study assumed a broader aspect, and a new field of action seemed possible. This was no less true of the music department than it was of all other departments. Mrs. Blanche D. MacKie (1880-1882) infused the prevailing spirit into the music of the school, the musical horizon becoming wider under her direction.

Mrs. Henrietta E. Gilbert remained with the Normal School for one year (1882-1883). The years between (1883-1887) were active and of wide influence under the direction of Mrs. Ada L. Mitchell-Boynton.

In 1887 Miss Caroline V. Smith was asked to take charge of the music department and she has held the position since that time. The methods of William L. Tomlins have prevailed for the most part during the past twenty years. The school life of a state is reflected in its higher institutions of learning, and, therefore, the gradual changes in public school music have grown out of a co-operation between the normal and public school systems.

The year 1887 was decisive in public school music administration. The first summer school in the west for supervisors in music was held at Lake Geneva, Wisconsin, under the direction of Mr. H. E. Holt. The summer school inaugurated better professional training on the part of music supervisors, and more system in the teaching of school music. At that time, however, music was taught more or less as a science; technique was emphasized at the expense of voice, musical literature, and interpretative ability. Today music is beginning to find its place as an art, as a living language in the school room. Musical ideas, as found in the best musical

literature, are gradually taking the place of mere systems and methods. A course in Music Appreciation has become an important part of the musical training at the Winona Normal School.

While specializing has not been emphasized, something like fifty graduates have occupied positions as music supervisors since the organization of the school.

The little old reed organ which was the chief equipment belonging to the music department at the time the school began its existence, still stands dust-covered in the attic of the present building. More perfectly made instruments and a well equipped library have been added since those early days, but the high ideals then established have remained unchanged.

The old order of things is passing away; and the change from the old to the new life, which must necessarily mark the beginning of another semi-centennial period, can best be foretold in the strong optimistic note which has ever been singing its way down thru the corridors of time, thru years of anxiety and doubt, thru years of progress and growth which shall continue to belong to our beloved Alma Mater.

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## DRAWING

It is a matter of interest, historically, to find that art instruction in some form, has been a part of the course of study in normal schools since they were founded in America in 1839. In these schools it has never been considered an accomplishment, to be enjoyed by the favored few, but has always been placed on a basis with other subjects in the curriculum.

The value of the study of drawing, both from its utilitarian and cultural aspects, seems to have been appreciated from the very beginning of the organization of the Normal School at Winona. At first no mention was made of it in the course of study, but soon after Mr. William F. Phelps became president, Mr. John D. Lord, a student of the school at that time, was sent to an eastern school to make a special study of this subject. It is interesting to note that Mr. Lord, after a year of study in the Massachusetts Institute of Technology, became the first teacher of art here, as well as the first in the state of Minnesota, and possibly west of the Mississippi River. He was elected to this position in 1874.

The art work introduced into the middle west at that early day, was industrial in character. It was the outgrowth of a movement in industrial art inaugurated in the state of Massachusetts in 1870, when Walter Smith, A. M., in charge of the Technical school at Leeds, England, was called to Boston to become the director of Art Education in that city. The American effort was patterned closely after that of the English school, and was planned upon a geometric basis. With mechanical features predominating, the course could not relate itself to the other subjects of a school.

It was not until a decade later that a marked effort was made by prominent educators thruout the country to adapt their courses to the mental development of the children; to place the effort in harmony with and related to other school work.

That the introduction of art in the Normal School meant more than the content of a mechanical drawing course could offer, is shown by the study given to art history, and the purchase in 1874 of a large collection of photographs for this study. The pictures were copies from original drawings, paintings, sculpture, and architectural works, of Greek, Roman, and Italian art. These were uniformly framed and placed in a room on the fourth floor of the building. Many of the pictures are now scattered about in the halls and various class rooms, where they continue to serve the purpose for which they were originally intended.

The work begun by Mr. Lord was carried on in 1879 by Mr. Theodore Richardson. The following year drawing was introduced into the Public Schools of Minneapolis, and Mr. Richardson became the teacher of art in that city. Miss Kate M. Ball, who continued the work in the Normal School for the next two years, and who is now art supervisor of the schools of San Francisco, was followed in 1882 by Miss Vienna Dodge. It was about this time that great changes were being made in the reconstruction and extension of art courses thruout the country. The Normal School at Winona came under this influence and the scope of the work was considerably increased.

Each of these teachers has left his impress upon the school and state, and the measure of success which is ours today is due in no small way to the earnest devotion of those earlier workers in an educational field, the real features of which had but recently been brought to the state.



Miss Dodge remained in the school for nine years, and when, in 1892, she was called to another field of work, Bertha H. Speckman, who formerly had been a pupil under Miss Dodge and later spent several years in art study in Boston, came to the school.

It is but natural that the subject of drawing should have undergone radical change, in both aim and method, since its introduction into the courses of study. If sufficient data were available, it would indeed be interesting to trace these changes in the ideal from that early day to this. It has passed thru many stages of evolution; from the early copy books in outline drawings, with the pencil as the only means for art expression, into an elaborate system, with a wealth and variety of mediums, influencing and enriching nearly every other subject of a school course. It no longer exists for itself, but has become a natural and ready means for self expression.

The methods and forms of instruction have been greatly extended by the introduction of manual training. The teacher now considers the article together with its ornament, as one problem; for is not the joy in creating the design found in applying it to some appropriate material?

The art work of the school has ever been closely in touch with the work of the elementary schools, unifying art expression in its various forms with the regular grade work, and with the other departments of the school.

This, the first school in the state to introduce the subject of drawing, has seen it outgrow its original aspect and broaden and develop into an art education; stimulating and aiding nearly every other subject and making it second to language only as a mode of symbolic expression. It has become instrumental in bringing about great changes in the furnishing of school rooms, making them a more fit and harmonious place for the development of art and educational ideals; in encouraging the study of good art thru picture study and the placing of reproductions on the school room walls; in the uniting of the manual training department with the art department; for to make the useful thing beautiful, it requires appreciation, as well as skilled hands.

That the study of art has had its influence upon the student body, is shown by the excellent reproductions in photographs and etchings, given each year as class memorials. By this means the

school has come into the possession of about twenty-five large pictures representing some of the finest decorative art in America. What the class of 1885 inaugurated has now become the custom.

The purpose of art education is to cultivate a taste for the beautiful, not purely for the making of beautiful things, few can do this, but to help to make more effective the daily work of the classroom and of the home, in refining the taste, and opening the eyes to the world of nature, so that each may make his own interpretations.

"Art deals with things forever incapable of definition that belong to love, beauty, joy, and worship; the shapes, powers, and glory of which are forever building, unbuilding, and rebuilding in each man's soul and in the soul of the whole world."

A list of the class memorials is here given:

#### CLASS MEMORIALS

- |  |                            |
|--|----------------------------|
| 1. Scene in Pompeii                        |                            |
| Class of 1885                              |                            |
| 2. Russian Wedding Feast of 17th Century   | Konst Makowsky             |
| Class of 1886                              |                            |
| 3. Priscilla                               | Etching by Jas. S. King    |
| Class of 1887                              |                            |
| 4. Choosing the Bride                      | Konst Makowsky             |
| Class of 1888                              |                            |
| 5. Pike's Peak from the Garden of the Gods |                            |
| Class of 1889                              |                            |
| 6. Day Dreams                              | Percy Moran                |
| Class of 1890                              |                            |
| 7. Edinburgh Castle                        | Etched by David Law        |
| Class of 1891                              |                            |
| 8. Bay of Venice                           | T. Moran                   |
| Class of 1892                              |                            |
| 9. Pastoral Scene                          | T. Moran                   |
| Class of 1893                              |                            |
| 10. Reading from Homer                     | Alma Tadema                |
| Class of 1894                              |                            |
| 11. A May Festival                         | Alma Tadema                |
| Class of 1896                              |                            |
| 12. {The Justice of the Law                | Edward Simmons             |
| {The Wisdom of the Law                     | H. O. Walker               |
| {The Power of the Law                      | Edwin Blashfield           |
| Class of 1901                              | Appellate Courts, New York |
| 13. The Prophets of Israel                 | John S. Sargent            |
| Class of 1902                              |                            |
| 14. The Oath                               | Edwin A. Abbey             |
| 15. Round Table of King Arthur             |                            |
| 16. Castle of the Maidens                  |                            |

Class of 1904		Public Library, Boston.	
17.	The Discoverers	}	Edwin A. Blashfield
18.	Minnesota, the Granary of World		
Class of 1905		Capitol Building, St. Paul	
19.	Victory of Samothrace	Louvre, Paris	
Class of 1906		Robert vanVorst Sewell	
20.	The Canterbury Pilgrimage		
Class of 1907		Chas. Sprage Pearce	
21.	Labor	} From the Hall of the	Congressional Library
22.	Religion		
Class of 1908		John Alexander	
23.	The Oral Tradition	} From the Evolution of	the Book —
24.	Picture Writings		
25.	Manuscript Book		
Class of 1909		Congressional Library	

### KINDERGARTEN DEPARTMENT

The Kindergarten Department of the Winona Normal School stands as a monument to the faith and pedagogical insight of Dr. Irwin Shepard. Its inception and growth form a unique and interesting chapter in the life of the Normal School. It was in reality a pedagogical venture, for it was entered upon with no available funds for its maintenance in sight, and was nursed into a strong and healthy state by the enthusiasm and wisdom of its founder. Its growth and development far exceeded the original purpose of Dr. Shepard, for according to his own testimony, he had no thought of founding a training school for kindergarteners, but desired to establish a kindergarten in the hope that the "kindergarten spirit" would, in time, permeate the whole elementary school. "The beautiful and suggestive truths of Froebel's philosophy" would be expounded in this kindergarten; and his hope was, that not only the student body, but that his teaching force, would thus be brought to a clearer understanding of child nature, and to a more sympathetic method of dealing with little children.

In 1875 Dr. Shepard had the privilege of hearing Dr. William T. Harris give a talk in relation to the kindergarten movement in St. Louis; in the following year at the Centennial Exposition in Philadelphia he witnessed for the first time a kindergarten in operation. He was impressed by Dr. Harris' talk, and his impression was deepened by the concrete expression of the Froebelian principles as embodied in this Exposition Kindergarten. He now made it his business to acquaint himself with Froebelian literature. Later he

visited the Oshkosh Normal School, and investigated its kindergarten. As a result of this visit, President Shepard came home with the conviction that the Winona Normal School would not be properly equipped until a kindergarten was established. There were no funds available for the purpose, but he had faith that if he could once establish his kindergarten, it, itself, would be its own best argument for being, and that the necessary funds would be forthcoming.

In the fall of 1880, President Shepard secured the services of Mrs. Sarah C. Eccleston, a woman of rare personality, and a graduate of Miss Burrit's kindergarten Training School of Philadelphia, and the kindergarten was opened in connection with the model schools of the Normal. A tuition of eighteen dollars per year was charged, and from the income thus derived, the expenses of the kindergarten were met.

"At a meeting of the Normal Board, December 7, 1880, after thoro discussion of the subject, the Board voted to assume control of the kindergarten and connect it with the model department as a school of observation and practice, in which students of the Normal should have the opportunity of practically acquainting themselves with the truths of Froebel's philosophy." This was the first kindergarten to be established in connection with the public school system of Minnesota. Besides conducting the kindergarten, Mrs. Eccleston delivered a course of lectures to the graduating class of the Normal, in which were set forth the educational principles of Froebel, his methods of child-training, and some suggestion of the hand-work he devised. These lectures brought about a demand for specific kindergarten training, and in 1882 the Kindergarten Training Department of the Normal School was recognized by the Normal Board, and given authority to grant diplomas to the graduates upon two conditions: First, — "That the standard for graduation in academic and professional requirements should be equal in value to that required for graduation from other departments; second, that no appropriation from the state should be asked for its support."

The first training classes were small; no tuition was charged, the students, in return for their training, acting as assistants in the kindergarten.



In 1883 Mrs. Eccleston resigned and Miss Angeline Brooks of Philadelphia succeeded her. Miss Brooks was an able, well-trained kindergartener, but owing to ill health, was obliged to withdraw from the Normal at the end of three months. President Shepard then secured the services of Mrs. Eudora Hailmann, who came from La Porte, Indiana, with her training class of four students, and took charge of the work. Mrs. Hailmann brought with her the enthusiasm of a reformer. She had read Froebel in the original, and was thoroly saturated with Froebelian philosophy. Her enthusiasm was contagious, her lectures became popular and did much to spread the doctrines of Froebel and kindle enthusiasm in the hearts of the students. A more definite course of study was now given to the training class, and "Die Mutter und Kose Lied" was studied from the German text. Much time was given to hand-work; elaborate schools of Froebelian sewing, weaving, paper-twining, etc., being done by the members of the class. Mrs. Hailmann's husband, Mr. W. N. Hailmann, who was also a devoted disciple of Froebel, came to Winona and gave to the training class lectures in the history of education. Under Mrs. Hailmann the first Kindergarten Training Class was regularly graduated from the Normal.

In the fall of 1884, Mrs. Harriet Donovan, now Mrs. H. Choate of Winona, a graduate of the Normal School under Mrs. Hailmann, took charge of the kindergarten. For a year no training work was done. Mrs. Donovan brought to her work enthusiasm, insight, and ability, and the growth of the kindergarten was rapid. In the following year the work of the training class was resumed, and fifteen lectures to the graduating class of the Normal were given. Special emphasis was laid upon the relation of kindergarten ideas and work to the primary grades, and in this phase of the work Mrs. Donovan was ably assisted by Miss Ada Laura Fairfield, a teacher in the model schools and a trained kindergartener. In the winter of 1885, Mrs. Donovan sent to the Froebel's Institute of North America, then convening at New Orleans, an exhibit of the hand-work of the children of the kindergarten. This exhibit was awarded the first prize.

In June, 1885, the Normal Board passed the following resolutions:

"Resolved: That the State Normal Board at Winona be authorized to issue suitable diplomas to graduates from the Kindergarten Training Course as established at that school, provided:—

1st. That the training course shall, in its scope and thoroughness, be fully equal to the Kindergarten Training Courses in the eastern schools;

2nd, That no pupil be admitted to this course who has not completed the academic work of the elementary course;

3rd, That the same authority be granted the Normal Schools at Mankato and St. Cloud whenever they shall establish similar Kindergarten Training Courses."

The Kindergarten Training Course was now offered to a limited number of students at \$50 per year.

To the pioneer work of these three women, Mrs. Eccleston, Mrs. Hailmann, and Mrs. Donovan, aided and abetted by the President of the school, the Winona Normal owes no small debt of gratitude. With small resources, limited quarters, and inadequate equipment, and with personal sacrifice, these women gave themselves with enthusiasm, devotion, and courage, to the work of establishing the department. The lectures which they gave, not only helped to enlighten the student body in relation to Froebelian principles, but raised their ideas and ideals of teaching. There was also a practical result: — the demand for teachers increased, and the President became the recipient of many letters from superintendents testifying to the value of the new department.

In the fall of 1889 Miss Kate E. Ernst, now Mrs. Edward Lees of Winona, a graduate of the St. Louis School under Miss Susan Blow, became director of the department. Miss Ernst, a woman of distinct ability and clear vision, set about to place the Training School on a more scholastic basis. The work of the department was carefully systematized and a course of study defined and published for the first time in the catalog of 1892. The curriculum was gradually extended, the students now being required to take certain subjects, viz., drawing, vocal music, history and philosophy of education, and psychology, — with the teachers of the Normal department, in addition to the technical kindergarten work taken with the director. During this year, the department having grown to large proportions, and the demands, both for equipment and salaries having increased, President Shepard made the following report to the Normal Board:

"While we have no desire to claim the entire credit for the recent rapid growth of the kindergarten idea in our state, we are certain that much of it is due to the work at Winona. Ours has been for ten years the leading, and until two years ago, the only Kindergarten Training Course in the Northwest. The first kindergarten in Dakota was opened by one of our graduates. The first kindergarten among the Indian children was established at the Santee Agency by another graduate. A kindergarten in the state school for feeble-minded children at Faribault was organized and has been conducted with success for several years by a graduate from this course. One graduate is in charge of the kindergarten system of the public schools of San Diego, California; another holds a similar place in Colorado Springs. The kindergarten system of the Argentine was organized and is now in charge of our first directress, assisted for several years by one of our graduates. We have sent out twenty-eight graduates from the training course, and five-hundred graduates from the Normal department who have enjoyed the advantages of observation and a limited course of instruction in kindergarten methods and philosophy. This has led to the introduction of kindergarten methods and occupations in the primary schools of the state. In view of present and prospective demands for trained kindergarteners for the public schools of the state, we beg to submit that the time has come when the state should come to our aid, and grant us a special appropriation of \$2,000 annually, with which fully to equip and maintain the department, without the necessity of charging the present prohibitory tuition of \$50 per year. The state should not expect the school at Winona to bear this burden unaided longer, carried for twelve years as a labor of love in behalf of the kindergarten cause."

The appropriation was granted, and now, for the first time in its history, the department was on a secure financial footing.

In the fall of 1894, Miss Lillian Blaisdell, a graduate of the Lucy Wheelock Kindergarten School of Boston, and a primary teacher of some years experience, succeeded Miss Ernst. Miss Blaisdell remained only one year, but in that short time did much to bring the kindergarten and primary into closer relations. Under her, the plan that every student in the kindergarten training class should have one full term of practical work in the first and second grades, and thus be fitted to assume charge of a kinder-

garten or primary school, was consummated. This plan has continued to the present day, and has added greatly to the strength and efficiency of the department. The increased work of the department now demanded the aid of an assistant, and Miss Harriet M. Packard, a graduate of the class of 1890, was appointed. Miss Packard has continued in this capacity up to the present, serving the school with rare fidelity and marked ability.

On Miss Blaisdell's retirement, Miss Nora Atwood, also a graduate of the Lucy Wheelock School, was called to take charge of the work. During Miss Atwood's incumbency two note-worthy changes were made in the department: First, in the kindergarten enlarged Froebelian materials were introduced, and a freer, less formal type of work begun, leading to greater efficiency in independent work on the part of the children; second, the kindergarten training course was extended to cover six quarters of work, in place of the former three quarters. This brought the department into line with the best kindergarten training schools in the country, enabled the students not only to study more thoroly Froebelian literature, but gave them a broader education in general academic subjects. The kindergarten department was thus made "a section of the Advanced Course, covering six quarters' work and entitling the graduate to the advanced diploma" by action of the Normal Board. This occurred in 1897.

In 1896 a training class of sixteen young ladies was graduated, and a special program was given by the class during commencement week, including essays, kindergarten games, and gesture songs. These special exercises formed an interesting and profitable feature of the commencement program for several years thereafter.

In 1899 Miss Atwood was granted a year's leave of absence, during which time Miss Packard assumed charge of the department, assisted by Miss Edith Dixon, a graduate of the school. On Miss Atwood's resignation, Miss Lucy Browning, a graduate of Mrs. Putnam's School of Chicago, became kindergarten director. Miss Browning, a woman of liberal education and high ideals, continued the former policies of the department, increased the use of the enlarged material, and extended the training course. In 1904 Miss Rebecca Martin of the Chicago Kindergarten College succeeded Miss Browning. During Miss <sup>B.</sup>Martin's] able administration the



growth of the department was marked, the number of students increased, and the high order of work of the past years maintained. Upon Miss Martin's resignation in 1908, Miss Atwood was again appointed director.

The work of the training class began with no carefully defined and systematized course, and all of the work was given by the director. In time a definite course was developed and gradually subjects taught by teachers of the Normal department added, until today we offer a course in breadth and thoroughness second to none in like schools in the country. Students are not only well trained in Froebelian theory and the use of Froebelian materials, the use of stories and songs and games, but they also have a broad training in general pedagogical subjects, viz., elementary and advanced psychology, history of education, drawing, music, reading, school management, etc.; and a large opportunity for practice in both kindergarten and primary grades.

There has been a marked advance also in the growth of the work of the kindergarten. In the early days great stress was laid upon elaborate and fine hand-work and carefully developed schools of work. Today, in the kindergarten, all fine work is abolished, the hand-work is freer, a more natural expression of childish activity. In the old days the children followed the carefully developed lessons of the kindergartener with their little sticks and tiny blocks. Today the aim is to lead the child to see the possibilities and uses of the material, that he may himself work out these possibilities, and the materials used are all large, causing no nervous strain in the handling and no tax to the eyes. From its inception the kindergarten has been based upon the principle of harmonious adjustment between control and spontaneity.

Twice in its history the department has had the pleasure of moving into new quarters. In 1894 a spacious room in the west wing of the building was prepared for the use of the kindergarten, and in the fall of 1909 a fine suite of rooms in the new building, consisting of two connecting kindergarten rooms, supply closets, wardrobes, and an office for the director, was dedicated to its use.

The story of this department would not be complete if mention were not made of its wide spread influence upon the work of the state. It is not too much to say that the kindergartens and kindergarten primary schools, marked features of the schools of the state, are a direct outgrowth of this department.

It would be ungracious not to mention with gratitude the names of three resident directors, Messrs. Thomas Simpson, C. H. Berry, and C. A. Morey, who, in the early days, were devoted friends of the new department, and worked for its advancement with untiring zeal.

Below is a list of the number of graduates of the department, according to years:

1884.... 6	1893.... 5	1902.... 9
1885.... 2	1894.... 7	1903.... 7
1886.... 2	1895.... 7	1904.... 3
1887.... 2	1896....16	1905.... 3
1888.... 1	1897....12	1906.... 6
1889.... 4	1898.... 1*	1907.... 4
1890.... 3	1899.... 4	1908....17
1891.... 2	1900.... 3	1909....12
1892.... 2	1901.... 1	1910....21

\* At this time the course was extended to two years.

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## PHYSICAL EDUCATION

A department of physical education was organized September, 1909. Prior to this, while opportunity for exercise had been offered in connection with the school program, the work had never had the dignity of a department nor been in the hands of a special instructor.

In 1869 President Phelps reports the introduction of vocal and physical culture, and notes as a result a marked improvement in the general health of the students. For the next few years exercises in physical culture were given in connection with the chorus work of the vocal department.

In 1882 Mr. Holzinger, finding no provision made by the school for exercise, started an Indian club organization among the young men. The work was voluntary, coming after school hours. Some apparatus was obtained and the club, enlarging its scope of activities, stood as a strong factor in the school life. The group continued active until 1895, when, by vote of faculty and students, it disbanded in favor of an athletic council.

In 1889 provision was likewise made for the young women. Under the direction of Misses Mitchell and Smith, a system of exercises as outlined by Mrs. T. J. Preece of Minneapolis was presented. After the first year, until 1895, the work was in charge of Miss Smith, coming for the greater part in connection with chorus practice and required of all students. Regular announcements in the school catalog give this work an established place in the school curriculum. During the winters of 1895, 1896, 1897, and 1898, military drill, including marching and exercises, was given the entire school by Mr. E. M. Lehnerts, and this partly took the place of the physical culture exercises.

For a period of ten years after 1895, athletics was dominant and, supervised by the faculty, comprised most of the physical work done in the school, at least by the young men. In 1898 basket-ball teams were organized by the young women.

Since 1898 physical culture has been in charge of the department of reading. The exercises given have been for the most part based on the Emerson system, — being at times required, at times elective. For many years the great need has been a suitable room or place for exercise. Normal Hall, the only available place, was unsafe for heavy drills and marches, and in 1905 its use was condemned by the state architect. This created a demand for a gymnasium for which provision was made in the new building plans. With the splendid new gymnasium, its baths, lockers, and swimming pool, opportunities and possibilities for physical work in the school have been materially increased. This, with the growing recognition of the physical as a vital factor in education, has resulted in the creation of a department charged with the responsibility of the physical education of the students of the school.

The present department aims primarily to raise the standard of individual health — or efficiency — among the students, and at the same time to supply the educational values of a motor training. It claims a field as broad as are the opportunities and measures it can take for accomplishing its ends. As a department in a normal school, it feels, in addition, that it should give its students some training in the practice and theories of physical education.

Its work may be outlined as follows:

1. Biologic examinations. A biologic, or life, examination is given each student upon entrance. This aims to determine her health status or organic fitness, and consists of physical tests and measurements, with the filling out of a health history blank. Granted that health is a main factor to successful, efficient living, it seems it should be made a main factor in the training and preparation of those who are to undertake the art of teaching or preparing others for life. Those found with physical defects are recommended to the school physician for treatment and advice. To put every one in his best possible state of health is the object in mind. Not only do the examinations effect improved physical conditions, but the student is impressed with the importance which the school attaches to the physical in connection with education.

2. Instruction in personal and school hygiene, and in the present theories of physical education. This comes as a course offered to Seniors. Short, practical talks in personal hygiene are given on the gymnasium floor. An aim is made to impress students with the duty of keeping well, and to give such a knowledge of conditions as will lead to the forming of intelligent habits of hygienic living.

3. Supervision of motor activities. Attendance is required of all students in gymnasium classes twice a week, except for those who are declared physically unfit by the school physician. An aim is made to meet the need for exercise and free movements, felt particularly by those leading the sedentary life of the student. The work is planned for educational, corrective, hygienic, and recreative results, and consists of formal movements in marching and free hand exercises, folk and gymnastic dancing, games and athletics.

The model school enters into the work of the department to the extent of receiving instruction on the gymnasium floor and in the swimming pool. Individual physical examinations, comprising mainly tests for sight and hearing, inspection of teeth, detection of adenoids and enlarged tonsils, and the filling out of health history blanks, are likewise required.



### THE LITERARY SOCIETIES

The literary societies have seen a variegated history. Changes of form and even of the nature of these organizations are evidenced by the different names given to these student bodies; they are the Students' Lyceum, the Delta Delta Delta Literary Society, the Alpha Epsilon Literary Society, and the Normal Debating Society. The "Lyceum or debating class" seems to have been fostered to some extent by the Winona Young Men's Literary Association, which was organized in the winter of 1855-56, "supported by the young ladies and gentlemen of our village," and carefully nurtured by frequent commendatory announcements in the Winona Daily Republican. The principal literary work of the Lyceum was debating. On February 28, 1862, the tenseness of national conditions did not deter members from taking sides on the question "Is it right to marry for money?" And not only the common interest of the questions discussed, but also the hour of meeting aided in securing a large attendance of both students and citizens.

For several years previous to 1903, the school had been without any literary societies, and the consequent lack of training in initiative and self-direction among the students was felt. True, for many years a certain amount of rhetorical work by each student had been a requirement for graduation, the work consisting of readings, essays, and orations, prepared under the direction of the teacher of reading and given before the entire school and often large numbers of outsiders. This gave rhetorical training, but it lacked the values obtainable from spontaneous participation, one of the greatest sources of benefit from this kind of work.

In the fall of 1903 there was an attempt to combine the rhetorical work and the student organizations. The members of the junior and senior classes were divided by lot into two equal groups and organized into the Delta Delta Delta and the Alpha Epsilon Literary Societies. Membership was compulsory, hence dues were limited to a nominal sum and meetings were to be bi-weekly with two open joint meetings per year. Because of the time which the preparation of these fortnightly programs required, a change recommended by the faculty was adopted by the societies in the fall of 1906, limiting compulsory membership to seniors and the meetings to one in three weeks.

But the societies did not flourish. In joint conference with members of the faculty, representatives of the societies attributed the lack of enthusiasm to the fact that they were assigned to membership without any choice and that both membership and attendance were compulsory. But since any change in line with greater freedom for the individual student seemed disadvantageous to the required rhetorical work, conditions were allowed to remain. This was in the spring of 1906. The following year the matter was again taken up, and the plan was adopted: that membership in the societies should be compulsory for seniors; that juniors be left free to enter either society, on invitation; that all seniors not thus becoming members and not electing to enter the Debating Society, be assigned to membership by the president of the school. Each candidate for graduation was at this time required to have a mark in rhetoricals, this mark to be given by the teacher in reading for society work of more than ordinary public character.

This plan was adhered to until the fall of the present school year. For 1909-10 no rhetoricals have been required from prospective graduates, and all compulsion in matters of society membership and attendance has been withdrawn, with the hope that there would be a great number elect the class work in public speaking and that the voluntary work of the societies would thus be strengthened. So far this plan has not met with the expected response. The course in public speaking was not elected by enough to organize a class. The literary societies are defunct. Literary and society spirit are at a very low ebb.

All that now remains as an active element in this field is the Normal Debating Society. This was voluntarily organized in 1904 by some of the young men of the school. Membership has always been voluntary and its work self directed. In spite of the fact that the preparation for such work requires much time, and the added fact that except for a short period no credit has been given for this work, this society has had a continuous existence from its date of organization, and it is significant that it still persists and has held regular meetings during the present year after these fostered organizations have, in spite of the most solicitous fondling, become deceased.

From 1903-05 all the societies were without suitable halls, but during the latter year, while the main building was undergoing

extensive repairs, excellent quarters were provided on the third floor. A part of the old Normal Hall, now known as Society Hall, has been set apart for their use and for various student gatherings. It has been furnished mainly by student effort. The class of 1900 left some chairs and a president's desk. In the years 1904-05 and 1905-06 a joint committee of the society and the faculty carried on lecture courses which enabled the societies to purchase a piano. The pictures left by various classes as memorials decorate the walls, especially noteworthy among these being the two historical ones left by the class of 1905 and entitled, "Minnesota, the Grain State" and "The Discoverers and the Civilizers Led to the Source of the Mississippi."

Now that there is a suitable place of meeting set apart for these societies, the past indicates that if these meetings were held at a time when the student body had more physical energy to contribute, that both the interest and the attendance would be greatly increased. Saturday evening meetings seem to have been the most successful of all, and Friday afternoon meetings the least successful. Some of the students have recently expressed the desire that the literary societies of the school could reach that degree of strength that they could support a school paper, a real students' organ, which would make for the student body and for the entire school a revival of self-directed vigor and school pride that is so desirable in a healthy form among all student organizations and bodies.

In the fall of the present year a challenge for a debate was received from the Normal School at Platteville, Wisconsin. President Maxwell at once took the matter up with the students and Mr. Kent, promising credit for the work and urging an acceptance. After a conference with a number of students, the challenge was accepted and the first inter-state debate in the history of the institution took place at Winona on March 4, on the question: Resolved, "That labor unions as conducted during the past twenty-five years have shown a tendency detrimental to the best interests of the United States."

The Wisconsin team consisted of Earl Huntington and Frank Livingston of Platteville, Wisconsin, and Theodore Torgerson of Ontario, Wisconsin. Alice Evans of Alma, Wisconsin, Eleanor Hitchcock of Sparta, Wisconsin, and Charles Edward Bell of Andrew, Iowa, were the Winona team.

The result of this debate was a victory for Winona, and altho much credit is due the whole school led by its President for earnest support thruout, and to the assistance of the second team, Mr. Orrin Fried, Helen Howatt, and Rachel Nicol, the victory was the result of the earnest and thoro work of the team, assisted by their efficient coach, Mr. Kent, who, as a student, made an enviable record in this line of work.

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### CONTINUOUS SESSIONS

The Teachers' Institute of the eighties and earlier, in one sense a function of the normal schools of the state, tho of only one week's duration in any particular locality, proved so valuable a factor among the educational interests of the state, especially thruout the rural districts, that their time was extended to two weeks, and sometimes more; this extension being one phase of the effort to give a somewhat surer training to deficient students and teachers.

Because with even the help of these institutes the normal schools found it impossible to supply the demand for teachers, the state, early in the nineties, made appropriations for Summer Training Schools for Teachers. This movement was largely due to the Hon. Dr. David L. Kiehle, then State Superintendent of Public Instruction. The wisdom of the movement was seen in the fact that within two years these schools, with competent faculties composed in no small part of normal school teachers, numbered about half a hundred, while the attendance approximated five thousand five hundred.

The situation at this time cannot be better expressed than in a quotation from Dr. Irwin Shepard, then president of the Winona Normal School, a quotaton expressing the burden of much correspondence carried on with the leading educators of the state during the years 1895 and 1896: "But the glaring defect of the whole system appeared in the fact that during the three months vacation time in the summer, when these schools were prospering and rapidly growing, the normal schools, with their extensive buildings and equipment, provided by the state for the purpose of training teachers, were all closed, and the faculties scattered among the summer schools, working zealously, but at a great disadvantage."



When the teachers returned from vacation or from the summer schools to the Winona Normal School in the fall of 1895 they began, presumably at the instance of their president, Dr. Irwin Shepard, the discussion of a proposition to ask the Legislature for an appropriation to enable the normal schools of the state to continue their regular work thru the entire year. Summer work in value and extent equivalent to that of any other term, vacations so arranged that the faculty would not materially vary in its personnel from term to term, course of study so arranged that country teachers might find summer work profitable and that regular students might not be inconvenienced were among the desiderata as unanimously voted by the faculty at the close of their deliberations. In accordance with the above needs, this faculty elaborated a plan and a course of study for approval first by the Normal Board, and then by the Legislature.

Other normal schools cooperated, details were submitted to county superintendents and leading educators in the state, and the thus determined concensus of opinion was irresistible. The measure carrying the appropriation swept the Legislature as no other educational measure ever did in this state, or in any other probably, and was approved April 20, 1897<sup>1</sup>.

There were a few doubting Thomases, but a close scrutiny of the correspondence and other records of this period discloses only three outside of the Legislature, and the same source is authority for hazarding the statement that only two members of that notable body failed to become earnest supporters of the proposition so soon as its scope and value were presented. As one reads the correspondence and other original records of this period, he is fired by Dr. Shepard's enthusiasm, lives again this time of participation in a great movement, and feels himself carried along by that irresistible tide toward the success that made this plan for summer sessions known throughout the country as the Winona Plan.

The earliest record of action on this subject by the State Normal Board appears under the date December 20, 1894, when the late Director C. A. Morey "moved that a committee consisting of the Superintendent of Public Instruction and the four presidents be appointed to revise the course of study and program of work in

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1 See General Laws of Minnesota, 1897, p. 295.

the normal schools, and report the results at the next annual meeting of the Board — that in considering the subject the following questions be by them taken under advisement and reported on — Is it practicable and advisable for the Normal Schools at this time to maintain continuous sessions throughout the year? 2. \* \* \* ”

This record apparently means that Dr. Shepard and Mr. Morey had at that early date discussed the matter in a tentative way, for certain it is that the first definite, purposeful action was that of the faculty, already mentioned. No mention of the receipt of a report from this committee is made in the Normal School Board reports.

Under date June 5, 1896, there is this record, consistently following the above record of faculty action: “On motion of Director Morey, it was resolved, That the plan for a continuous session of the normal schools, proposed by Presidents Shepard and Lord be approved; further, that the plan be referred to the presidents for formulation — they to report to this Board at its August meeting — and that the committee on legislation of this Board report at that meeting a bill or bills to carry the same into effect.”

The report submitted August 26, 1896, by President L. C. Lord for the committee of presidents is rather long for transcription, but may be summarized thus:

1 — We recommend the adoption of the continuous session plan.

2 — We recommend that the number of teachers be increased one third.

3 — We recommend that the annual appropriation be increased one fourth.

4 — We recommend that the plan go into operation July first, 1897.

Signed, IRWIN SHEPARD,  
EDWARD SEARING,  
GEORGE K. KLEEBERGER,  
L. C. LORD.

At the same meeting the Board voted to ask for an appropriation of \$7,000 for continuous sessions.

On December 15, 1897, the Board authorized the legislative committee to prepare and have printed for use with the Legislature a statement of the work and needs of the normal schools. This

statement appeared as a sixteen page pamphlet giving a condensed history of the legislation for normal schools in the state of Minnesota, recapitulated their growth, pleaded the schools as the people's agent, showed by well planned maps the equality of service to parts near to and to parts remote from the schools, pleaded the value of their service and closed with a forceful presentation of their needs.

Without going further into detail, it may be said that the appropriation asked for was made, and circulars were sent out announcing the opening of the summer quarter July 1, 1897, describing the plan and giving a schedule of subjects offered in each quarter.

For two years, then, the schools flourished under the stimulus of the summer session.

To show the effect of the continuous sessions upon enrollment, the following is quoted from President Shepard's report in the tenth Biennial Report of the State Superintendent of Public Instruction, 1898; "The enrollment for the two years of this report shows an increase in normal classes from 376 to 508; and in the number of high school and college graduates from 161 to 297, showing that the entire increase in enrollment was of this class of students. \* \* \*

"The remarkable increase of graduate students from 161 in 1896-97 to 297 last year is largely due to the advantages offered by the continuous sessions. \* \* \* \* \*

That a promise made to the county superintendents might be amply fulfilled, "The first summer quarter of continuous sessions opened July 1, 1897, under a policy of restricting the attendance to high school graduates and teachers in service holding second grade certificates. \* \* \* " Had not this restriction been inaugurated, the enrollment would have been fifty to seventy-five per cent greater and quite beyond the seating capacity of the school.

"During the second summer quarter, just closed at this date (September 22, 1898), the enrollment was 223 (an increase of twenty-eight per cent over the first summer quarter), \* \* \* \* "

The attendance at the model school felt the stimulus that increased the attendance in the Normal proper, as is shown in this quotation from the above named report: "The increase in the model school enrollment from 215 year before last to 322 last year

was entirely due to the advantages offered by continuous sessions and the opportunities to take vacations at other seasons than summer time."

The advantages realized in this first two years' operation of the plan may be summarized by taking the key words from President Shepard's more elaborate statement, which is also a part of the report made in 1898: 1. Cordial and unanimous support, 2. No conflict of interests, 3. Objects for which the normal schools were created more fully realized, 4. Equipment in continuous use, 5. Plan a boon to self-supporting young people, 6. Distributed vacations desirable, 7. Favors entrance of graduates into rural school work, 8. Opportunity to graduate at times other than year's end relieves tendency to over-work.

At the close of this two year period there came a change in the administration, Dr. Shepard resigning to take the position of Permanent Secretary of the National Educational Association, Dr. J. F. Millspaugh accepting the vacated presidency.

Before the new president had become acquainted with the conditions, needs and relations of the school, the same forces that opposed the appropriation for the establishment of the summer sessions had progressed far toward preventing an appropriation for their continuance. The rally of the friends of the measure, the persistent attempts, and the patient waiting for an opportunity to plead before the appropriations committee availed nothing, and the most important and most widely acceptable educational movement in later Minnesota history ceased suddenly through the narrow policy of making advisable financial retrenchment fall on educational progress rather than upon less important functions of the state.

No summer session was held in the Winona Normal School from 1898 till 1904, when through the direction of State Superintendent John W. Olson a part of the money for summer schools was apportioned for the support of summer schools to be held at the normal schools.

The schools prospered, and in the meantime the friends of the summer sessions were quietly working for their restoration.



The fruition of these efforts came April 12, 1907, when the act recorded in the General Laws of Minnesota for 1907, chapter 164 — S. F. No. 258, was approved.

This act provides that a summer session of twelve weeks be held in each of the state normal schools, and that it be under the direction of the State Normal Board. This act was later amended so that the Normal Board may, at its discretion, direct that a summer session be less than twelve weeks in length. This amendment, approved May 26, 1909, was the result of the experience of one or more of the northern schools, and has not affected the Winona school, and it seems probable that it will not.

For the effect on attendance, see the analysis and tabulation of attendance for the various years, page 118. The other and more important effects are not susceptible of tabulation. They are essentially such as have already been referred to in the final report of Dr. Shepard for 1898, above quoted.

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### MANUAL TRAINING AND DOMESTIC SCIENCE

The recognition of the value of manual training, so far as the Winona State Normal School is concerned, dates back to the administration of Principal Phelps. In an address before the State Normal Board on June 28th, 1865, he said:

The lowest claim any intelligent man now prefers in its (education's) behalf is that its domain extends over the threefold nature of man; over his body, training it by systematic and intelligent observance of those benign laws which secure health, impart strength and prolong life; over his intellect, invigorating the mind, replenishing it with knowledge and cultivating all those tastes which are allied to virtue; and over his moral and religious susceptibilities, dethroning selfishness and enthroning conscience, leading the affections outwardly in good will towards man, and upward in gratitude to God<sup>1</sup>.

The Hon. H. C. Rogers, state superintendent of public instruction, in his annual report for the year 1867 also urged the consideration of providing instruction in agriculture and the industrial arts as follows:

Intimately connected with the development of our normal school system is the question of industrial education. The students of the normal school are composed entirely of persons from the industrial classes. They are exclusively the sons and daughters of mechanics, farmers, and others

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1. Republican-Herald May 27, 1901.

who live by labor. They enter the normal schools that they may acquire a knowledge of the subjects most useful to those whom it will soon be their duty to teach, and also to learn the best methods of imparting that knowledge to others. If the ends of the system of industrial education are ever to be realized, if the masses of people in our country are ever to be taught the sciences upon which their industries are based, if they are ever to learn appreciation of natural laws, to the "pursuits and professions of life," it can only be done in and through the common school system which stretches its kindly hand to the door of every citizen. Hence we have only to raise up skillful, scholarly and able teachers — we have only to make them proficient in the principles of applied science, as well as proficient in the most effective methods of imparting instruction, and then send them forth among the people on their important mission to secure the ends desired. If the practical education of the industrial classes, therefore, be really the end of any proposed scheme, these are certainly the means whereby alone it is possible to realize them. If the few, only, are to be reached, however, then a college, or any other merely isolated institution, will effectually do it. To educate the few is not the policy, it is not the interest of the state or government like ours. It is for the benefit of the many that we should plan and execute.

The Congress of 1862 made a grant of land to the several states "to promote the liberal and practical education of the industrial classes in the sciences related to agriculture and the mechanic arts." It wisely left the details of the plans to be adopted, to the better judgment of the legislatures of the respective states, "which might claim and take the benefit of the proposed grant<sup>1</sup>.

This land grant was accepted by the Legislature January 27, 1863.

The normal schools were about to realize the income from this grant when the combined efforts of the University and the Agricultural College at Glencoe succeeded in having a law passed by the Legislature consolidating the college grant with that of the University, March 6, 1868, thus leaving the normal schools without special funds for these two lines of work<sup>2</sup>.

No successful effort to establish any kind of systematic hand-work seems to have been made by the normal schools until the fall of 1898 — a lapse of thirty years — when Resident Director Morey appointed a committee of the faculty to consider the whole problem of manual training in its relation to normal school work, and to make recommendations to the faculty. Whether this action was stimulated by the fact that Miss Gildemeister became a member of the faculty at this time or not is not known. It is known,

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1. School Report of Minn. 1867 p. 15.16.

2. Education in Minnesota, Kiehle, pp. 66-67'.

however, that she was and is still much interested in manual training; and, when asked by President Millspaugh to teach such forms of manual training as sewing, weaving, and basketry, in connection with her other work, she complied with her characteristic willingness backed by ability, and thus deserves the honor of being the first real manual training teacher in the Winona Normal School.

In 1901 a committee consisting of Mr. J. S. Gaylord, Miss Luella Tupper, and Miss Theda Gildemeister, were asked to prepare a report for publication incorporating the findings of the previous committee with whatever additional information they could obtain. Extracts from this report are as follows:

For thirty-six years the presidents and the faculties of the normal have been enriching, year by year, the physical as well as other parts of the curriculum to keep the harmony required by this ideal. The small amount of manual labor now required of children by their parents has made it necessary for all schools to make larger provision for the development of the pupils' bodies than was necessary when the children did chores morning and evening and worked hard in the house or in the field all day Saturday. This demand upon the schools that they provide for the body as well as for the mind has increased until more than a dozen kinds of hand-work are in somewhat general use in the better schools.

The normal schools started at a time when two or three kinds of physical work were sufficient, but now some twenty different kinds are used in the different departments of the institution.

Some of the more important results secured by manual training are: First, a larger interest on the part of the pupil in his work. This interest attaches to other subjects as well as to manual training itself. All work tends to become consecutive, and, therefore, more interesting. All pupils are invigorated, but the largest results are seen in dull pupils, whose minds are frequently awakened to new life and power by few weeks of handwork. In a sense manual training can "furnish brains." Second, close concentration of attention. The powers of conception are increased by the concentration required. Any lack of attention is at once manifest, both to the teacher and to the pupil. Noticing their failures, the pupils increase their efforts and gain powers of concentration and perseverance. Third, common sense and practical efficiency. The results of the pupils' efforts are so apparent that any lack of common sense is manifest to all. This leads the pupils to conform to social forms and customs of thought and action, and so secure common sense and efficiency. A certain tendency towards labor and towards earning a living by work is sometimes apparent. Manual training makes boys and girls handy about the house to make and repair all sorts of things. The child's instinct of destruction is turned into construction of things having social value. The child's efficiency is increased by the healthy vigor and bodily control which manual training gives. Fourth, a delicacy of touch and of thought which lead to good taste

and to an appreciation of art and of nature. A certain mental and moral help goes hand in hand with this delicacy. Fifth, a development of good traits of character, such as patience, self-reliance, self-control and an appreciation of the products of labor and of laborers. Development of the pupil rather than perfection of the thing made is the aim in manual training. A machine can make the same things more quickly and more perfectly, but the moral habits of accuracy, care, and perseverance, earnestness, confidence, etc., which come from hand-work outweigh all other considerations.

The importance of handwork in education is very great. The child's natural life begins in movements and for many months after birth the story of the child must be told in turn to the movements which different parts of the body make. These movements develop the sensory and motor regions of the brain and help the brain's growth in many ways. Manual work which comes later in the child's life, helps to keep the brain growing in a normal way. It has a special influence on the development of association fibres. Brain work, so-called, differs from manual work in degree only. Each involves the other.

One important source of ideas is muscular sense, which is the feeling of movement that one has when he makes a movement. Ideas of space, distance, size, shape, etc., and of time are due chiefly to muscular experiences. Manual training, is, then, a very helpful form of mental education. The action of the will in conduct is dependent upon ideas of movements, which have gained through muscular experiences. The larger forms of movement are needed most as a basis of thinking in early life period. The adult can think abstractly with very small movements, but the adult even must use comparatively large movements when he thinks concretely, and especially if he gives his thoughts to others. The more of these movements one has at his command and the better his control of them, the surer and more perfect his thinking<sup>1</sup>.

In the kindergarten and primary grades, sewing, weaving, paper folding and cutting, clay modelling, card-board work, basketry, and simple wood work, were taught incidentally as noted in the report, but in the fall of 1900 manual training became a part of the curriculum of study in all grades of the Training Department. A few months later, by action of the State Normal Board, this subject was incorporated in the academic-professional courses of all the normal schools of the state, and in September, 1902, classes were formed in the normal department at Winona.

Besides the formal instruction offered, the opportunity of getting a practical knowledge of the subject by studying methods of presentation and doing actual teaching in the training department was made a feature of the work from the start. This feature

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1. Republican-Herald May 27, 1901.



has been a very helpful one and has been extended so that this year, through the co-operation of the superintendent of the city schools, all of the fifth and some of the sixth grade boys of the city schools have been taught bent-iron and cord work by normal school students. The work has been very satisfactory all around, and it is hoped to continue and extend this feature as the opportunity offers.

No very material changes, so far as the general aim of the subject is concerned, have taken place since its adoption as a regular subject. The school as a whole and the different instructors have aimed by various means to have the department add its effort and influence towards making the pupils and students better able to live and appreciate life in its highest sense. The various lines of work have been extended and modified and others added, and better quarters have been provided as the means of the school have warranted and the importance of the subject demanded.

From occupying one small, unsuited basement room in the start, the department has been extended until now we have one large and exceptionally good basement room for wood work and cold metal work, accommodating 24 pupils; one finishing room adjoining; one first floor room for clay modeling, pottery, basketry, and weaving, accommodating 32 pupils, with locker, wash, and supply rooms adjoining; and one basement room for firing and glazing.

With the national awakening to the feeling that the United States has not done all it can, should, and must do in encouraging industrial education in justice to the mass of people, and to maintain industrial supremacy in quantity and attain it in quality, it is probable that more will be attempted along the line of manual training since it is realized that too little time is devoted to it to obtain the best results.

It is gratifying to know that quite a few of the students who have taken the work have found enough help and inspiration, with that obtained at special schools elsewhere, to hold responsible manual training positions, while many others who did commendable work have been called to very desirable positions to devote part of their time to manual training, thus obtaining an increased salary.

The following is a list of teachers with their time of service:

1900-1901, Miss Luella Tupper

1901-1902, Miss Estelle Dalbey

1902-1906, Miss Harriet M. Goodrich

1906- Mr. John H. Sandt

The first steps toward the introduction of the department of domestic science and art in this institution were taken in the fall of 1908, when a few two-plate gas burners were connected on unused desks in one end of the chemical laboratory, and a large hood at the same end of the room was converted into a cupboard for supplies. Here the first class of seven worked. Before the year closed, however, the section of the building in which the first class found its home, was remodeled to provide the department's present quarters, — a laboratory accommodating a class of eighteen in domestic science and a spacious, sunny room opening out of it, in which the work in domestic art is carried on. During the summer, much needed furnishings and equipment were added so that the fifty-three normal students and the forty-five girls in the elementary school, who are at present pursuing work in the department, find very pleasant rooms and fairly complete equipment at their service.

The aim in sewing is to give the student experience in planning and making articles which will be suitable for use in a course in sewing in the elementary schools. Models of the different stitches are made, patterns drafted, and garments made from drafted patterns. The course is planned so that a student may substitute one-half term of manual training for the more advanced half of the work in sewing.

The course in cooking includes a study of the composition of food materials, the nutritive value and digestibility of foods, and the principles involved in cooking. A brief period is devoted to the study of dietetics, each student planning and serving a meal, at the end of the term of daily work in the kitchen. High school records in chemistry or physiology have been required for applicants for this course.

## STUDENTS' LOAN FUND

In the spring of 1894 a Students' Loan Fund was established to assist students who, because of lack of funds, were finding it difficult, or in many cases even impossible, to continue in school.

By the fall of that year, some money then on hand from lectures and from other sources having been transferred to this fund, it reached the sum of \$99.28, and in January, 1895, the first loan was made.

The administration of this fund is entrusted to a committee composed of the President and two other members of the faculty, under the following rules:

1. No loans shall be made except to students who have been in attendance as much as half the time required to complete the course from the time of entering the school.
2. Not more than one hundred and fifty dollars shall be loaned to one student.
3. Money loaned to students shall bear no interest until date of leaving school, after which the rate of interest shall be four per cent.
4. Money loaned must be repaid within two years after leaving school, unless special circumstances, such as sickness, prevent.
5. In special emergencies, such as serious illness, funds may, at the discretion of the committee, be given without prospect of re-payment.
6. Money shall be paid out of the Fund only upon orders signed by two members of the Committee.

Since its establishment, the fund has grown to \$1,215.33, derived from the following sources:

Hutchinson Fund left by class of '88.....	\$ 38.00
Contributed by Class of '93.....	8.85
Contributed by Class of '94.....	7.56
Received from lectures.....	98.70
Interest on Normal Home Fund.....	136.11
Contributed by Class of '95.....	75.00
Contributed by Class of '97.....	50.00
Contributed by Class of '98.....	44.02
Contributed by Class of '99.....	48.00
Contributed by Class of '01.....	42.50
Unknown donor thru C. A. Morey.....	50.00
Contributed by Class of '04.....	45.00
Contributed by Class of '05.....	66.10
Contributed by Class of '06.....	130.00

Contributed by Class of '07.....	67.00	
Contributed by Class of '08.....	68.00	
Accumulated interest.....	240.49	
		\$1215.33
Outstanding notes, April 1, 1910.....	\$1130.00	
Balance on hand, April 1, 1910.....	85.33	
		\$1215.33

For its largest single contribution the fund is indebted to Miss Inglis, whose management of the Normal Home during the years 1883-1894 was such that the sum of \$1200.54 was realized, and the interest on this was applied to the Students' Loan Fund.

Since 1895 one hundred forty-two loans, averaging \$34.00 each, have been made to students, and it is a fact worthy of comment that every note but one has been paid. At present there are thirty-two notes outstanding and a balance at the bank of \$85.33. That this fund has been of inestimable value is unquestioned by those who have assisted in its administration.

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### THE WINONA NORMAL BULLETIN

The Winona Normal Bulletin was founded in 1904 and devoted to the interests of elementary education in Minnesota. It had its origin in the desire of the normal faculty to widen the influence of the school and to do what it could to promulgate sound educational doctrines. Some of the things which the Bulletin has done in fulfillment of the purpose for which it was founded are the following:

1. It has reported from time to time items of educational interest, especially such as would keep the alumni and friends of the school informed both in regard to the current work of the school and as to what the graduates are doing in their various fields;
2. It has presented some of the newer statements of the aims and methods of education and of teaching. In doing this it has sought to separate what is permanent and worth while from what is transient and showy;
3. It has published studies made by members of the faculty, which have a close relation to school problems;
4. It has printed the course of study for the elementary school, giving the theory of the different school subjects as well as describing the methods of teaching employed in these subjects.



The Bulletin was edited by Mr. E. M. Lehnerts from 1904 to 1906, by Dr. G. O. Virtue from 1906 to 1909, and by Mr. J. S. Gaylord since 1909.

The numbers thus far published have contained the following:

1. "The Meaning of Freedom," (17 pp.), by Dr. Millspaugh.
2. "Reading," (20 pp.), by Theda Gildemeister.
3. "Story-Telling in the Primary School," (16 pp.), by Helen Staples.
4. "Arithmetic," (15 pp.), by Kate L. Sprague.
5. The Annual Catalog, 1904-1905.
6. "The Normal School at Winona 1864 to 1876," by Wm. F. Phelps.
7. "Language Work in the Grades," (16 pp.), by Mrs. C. B. Chorpening.
8. "Training Schools and Rural Teachers," by Christine Goetzinger; "The Normal Spelling List;" "Geographical Debates," etc., (30 pp.).
9. The Annual Catalog, 1905-1906.
10. "The Art of Listening to Music," by C. V. Smith; "A List of Popular Boys' Books," by W. W. Charters, and "The Kindergarten Training Department," (24 pp.).
11. "Teachers' Salaries and Living Expenses," (45 pp.), by G. E. Maxwell.
12. "Manual of the Elementary School," (145 pp.), by the Faculty.
13. The Annual Catalog, 1906-1907.
14. "Wm. Franklin Phelps;" "His Educational Services," by Dr. Irwin Shepard; "His Relation to the Reopening of 1864," by Hon. E. S. Youmans; "The Course of Study;" "The Literary Societies;" "The Semi-Centennial," etc., (24 pp.).
15. "Cardboard Raffia Weaving," Illustrated, (11 pp.), by J. H. Sandt.
16. "The Minnesota School System," (14 pp.), by Dr. G. O. Virtue.
17. The Annual Catalog, 1907-1908.
18. "The Training of Teachers, Changes in the Course of Study," etc. etc.
19. "Notes on Discipline in Education," (22 pp.), by J. S. Gaylord.
20. Rural School Number; "Socializing a Rural Community," (8 pp.), by Mabel Carney.
21. The Annual Catalog, 1908-1909.
22. "Manual of the Elementary School: Course of Study," Part I, (78 pp.).
23. "Manual of the Elementary School: Course of Study," Part II, (80 pp.).
24. The Annual Catalog, 1909-1910.
25. The Semi-Centennial number. (To be issued in June, 1910.)

## WINONA TEACHERS AND GRADUATES IN SOUTH AMERICA

There are but few countries in which the influence of American teachers has not been felt in a greater or less degree. It should be a matter of interest and pride to the Normal School at Winona, that fifteen of the sixty-one North American teachers who have gone to the Argentine to serve as pioneers in educational work, have been from this institution. It is said that they, with other teachers from other parts of our country, set their seal indelibly upon the schools of the second greatest republic of South America and influenced to a considerable degree the educational system of the whole continent. The influence of these schools, which opened up a new horizon to the average Argentine woman, especially in the provinces outside of Buenos Aires, has been felt in all the walks of life and was the origin of a great educational movement which developed students and thinkers, and demonstrated the necessity of special preparation for the profession.

The real work of the teachers from the United States was that of character building, shown in the influence of their lives upon the pupils and parents. The habits and customs of these teachers, especially their truthfulness, order, industry, and piety, made an impression upon the lives of the Argentine student, and as the result of the good work done by them, it is said that there are more highly educated young women in the Argentine than in any other country in South America.

In 1864 General D. F. Sarmiento, one of the founders of the Republic, was appointed minister plenipotentiary to the United States, and while here was elected president of the Republic. He was a friend of Horace Mann, and having been himself a teacher, was profoundly impressed by the school system of our country. He founded the first normal school in the Argentine Republic at Parana, and conceived the idea of procuring trained and experienced teachers to carry on the work.

All of the teachers worked nobly and faithfully for the advancement of education and for the moral uplift of the community in which they labored. If one obtained seemingly more satisfactory results than another, it was due in part to the temper of the people among whom they worked; some communities welcomed gladly these foreign instructors, while others, for religious or other reasons, were averse to their presence.

Mr. J. W. Stearns, who was chosen as first tutor of the Winona Normal School on November 1, 1860, was one of the first to be selected from this institution to go to the Argentine. He taught for a time in the Parana Normal and later was sent by the government to Tucuman to organize a National Normal School. Miss Wade of the class of '68 was appointed Directress of the Model Schools in Parana in 1874. She endeared herself to the hearts of the people and helped prepare the way for the teachers who would follow. In 1877 she resigned her position and was asked to name her successor, which was Miss Franc Allyn of the class of '71.

Other teachers were needed to organize schools in other provinces and Miss Wade secured the appointment of Miss Mary O. Graham of the class of '68. On account of her unique personality, dignified bearing, and scholarly attainments, she was one of the best known of the American teachers.

She was Directress of the Girls' Normal School in San Juan for several years, was a great organizer and did work in the Argentine which will abide forever. In 1888 a marked compliment was paid her by the minister of education by appointing her Directress of the new school established in that year in La Plata, the youngest, most modern, and wealthiest city in the country, in close proximity to the great city of Buenos Aires. This school, on account of the desirability of its location, and its costly, palatial edifice, was a prize to be coveted. She filled the position with great distinction until death cut short her career in 1902. At her demise the national government rendered her funereal homage worthy of its own most honored citizens. Miss Allyn remained in Parana as Directress of the model schools for five years, during which time Miss Clara Allyn of the class of '77 was appointed to assist her in her work. She also secured the appointment of Miss Kate Grant, a teacher in this institution, to the Girls' Normal School in Mendoza. She remained there two years and then succeeded Miss Allyn. She was a teacher of unusual ability, strong, quiet, dignified, forceful, yet winsome, and one who inspired her pupils with her own high ideals of life and work. She was rare in her organizing and constructive ability and especially strong in administrative matters and could be trusted absolutely under all circumstances to work out her problems in an effective manner.

In 1878 Miss Clara Armstrong, a teacher in this school, went to the Argentine. She was directress of the Girls' Normal School in Catamarca for several years and afterwards taught in Buenos Aires; she was a teacher of great ability. She secured the appointment of her sister, Miss Frances Armstrong, of the class of '79, who was Directress of the Girls' Normal School in Cordova and did faithful, efficient work for many years in the Argentine.

In 1883 the minister of education resolved to found a Normal School in each province. He wished to secure the most efficient teachers possible from the States for these positions, and realized that teachers who had lived in that country several years would know the qualifications necessary in a teacher to fill successfully these positions. Miss Clara Armstrong and Mrs. Franc Allyn Morgan were each invited to select eight of the best available teachers, who would be competent to take charge of these new normal schools. Those selected by Mrs. Franc Allyn Morgan, assisted by Professor William F. Phelps, were Mrs. Sara Eccleston, Misses Sarah Strong, Alcinda Morrow, Antoinette Choate, Myra Kimball, Mary Youmans, all teachers or graduates of this institution; Miss Bernice Avery, an ex-student and successful teacher in Rochester, and Miss Annette Haven who had made a fine record as a teacher in this state.

Sr. Torres, Director of the Parana Normal, an eminent educator and formerly minister of education, in writing to Mrs. Morgan says: "Every day I am more and more grateful to you and Prof. Phelps for the very fortunate selection of the distinguished teachers. All are excellent, not only for the qualifications of their character, but also for their intelligence and ability. My desire to procure new teachers from the United States has been more than realized. Those whom Miss Armstrong selected are also very good. With the addition of these new teachers the normal schools have received a great impetus and are on the road of progress."

Mrs. Sara Eccleston organized the first Kindergarten in the Republic at Parana, she had charge of the work there for several years. The government then appointed her General Inspector and Organizer of Kindergarten and Training Schools thruout the country. She also had charge of a large training school in Buenos Aires. In 1896 she translated and published "The Child and Child Nature," by Baroness Marenholtz von Buelow. It is said that she has done



more for the advancement of educational sentiment among women in the Argentine than any one else. In recognition of her work the government gave her a pension, and altho not now actively connected with the National Normal Schools, she is still working in the interest of education. At this time she is superintending the organization of a very large Kindergarten and training class to be connected with the normal school in Mendoza. The plans for this new institution are very extensive, the building and garden occupying two squares. She is inspectress of two Kindergartens kept up by a Kindergarten Society, President of the Y. W. C. A. in Buenos Aires, and is most closely connected with the educational interests of the country.

Miss Sarah Strong of the class of '66 succeeded Miss Grant, doing honest and faithful work for four years, when her health became so much impaired that a change of climate was imperative. She chose Rioja, situated under the shadow of the Andes, as her new field of labor. Here she found ample scope and opportunity to exercise her remarkable talents, especially those of an organizer and disciplinarian. In recognition of her marked ability in these lines, the board of education of Rioja created the position of supervisor of the Public Schools of the city, which post she filled with entire satisfaction to the community, and this in addition to her regular duties in the normal school. She was an indefatigable worker. She died of tuberculosis in 1892, lamented by all who knew her.

Miss Myra Kimball was connected with the model schools in Parana for some years. The government then sent her to Catamarca as Directress of the Girls' Normal School. She was an unusually successful and adaptable teacher, winsome in her ways with young children to a rare degree. Her methods were in a large degree original and the result of her own gifted personality. She was an inspirer of her student teachers.

Miss Alcinda Morrow took charge of the National Normal school in Rosario three months after reaching the country. The building occupied by the school was a small house belonging to the national government. She succeeded in renting a more commodious building, and there began to work for a property for the school. She secured the gift of a park in Rosario from the provincial government as a site and an appropriation from the national government for a very fine building.

Miss Antoinette Choate was Vice-Directress of the normal school at Rosario. Student teachers counted it a great privilege to work under her suggestions, directions, and inspiration.

Miss Mary Youmans was connected with the normal school at Rosario. She had scarcely begun her work as a teacher, when she was stricken down by an attack of typhus fever, which ended fatally. She was earnest, conscientious and efficient to the last degree; her aim was the highest attainable degree of excellence.

Sr. Torres in writing of the work said, "The Misses Morrow, Choate, and Youmans have notably bettered the normal school in Rosario and are very much esteemed among the best families in that city." After Miss Youmans' death he writes, "I have felt and deplored very much the death of our dear friend; she was so rich in intelligence and had such a beautiful character. She learned the Spanish language very rapidly and all who had the pleasure of knowing her, esteemed and admired her."

Miss Bernice Avery occupied the position of Vice Directress of the new school of Rioja from the date of its organization. Her work was very successful. She did much to help popularize and give name and fame to that institution in its early days.

These schools created for the Argentine girl new aims, ambitions, and ideals of life. They awoke to intellectual life and vigor. Very many have become teachers and are not only self supporting, but entire families are dependent upon them for their support. Some, experiencing a thirst for higher knowledge and other fields of usefulness, have taken a University course and have devoted themselves to literature, music, typewriting, book-keeping, etc.; and one has gained fame as a sculptress, one of her works adorning a fountain in the beautiful city of Buenos Aires.

But it is not alone in Buenos Aires that these examples are found. In the far Andean provinces, by the wide waters of the Parana, in the regions of the Pampas, in the tropical north, in the wilder south, the normal graduate is found testifying to the results of the planting of seed by the American teachers during the past thirty-five years.

In 1907 there were 34 normal schools in the Argentine Republic, seventeen of them for women, with their corresponding training schools for practice, numbering in all 16,709 pupils. Young men and women are being prepared and will in turn prepare others for the profession of teaching or for some other useful life work.

What has been said of the Argentine girl graduate can also be applied to very many of the young men graduates. They are found in all parts of the country, teaching, writing, many of them physicians, lawyers, professors, testifying by the fine quality of their service and success to the high ideals and aims set before them in their normal school life and training.

This brief summary of facts may serve as a glimpse only of what some of your fellow workers have striven to do in a far away land.

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### BIOGRAPHICAL SKETCHES

DR. JOHN D. FORD\*

Dr. John D. Ford was born at Cornish, New Hampshire, April 18, 1816. He graduated at Dartmouth College, and subsequently from the medical college of the city of Philadelphia, in 1843. Soon after he commenced the practice of medicine at Norwich, Connecticut, and early attained a high position, ranking with the very first among his professional brethren. While a resident of Norwich he was much interested in the educational institutions of that city, and labored earnestly in behalf of its common schools. Excessive devotion to his professional labors, however, produced a sensible effect upon his delicate constitution, and after a successful practice of about eleven years he was compelled to seek a climate more congenial to his health, and he came to Winona, in 1856, while the young city was just emerging from wilderness. He here assumed his practice, which soon became extensive and successful in the highest degree. But the same earnest devotion to his work, which was an eminent characteristic of Dr. Ford soon began to weaken his frail constitution, and he was compelled to relinquish the practice of his profession and turn his attention to pursuits better suited to the condition of his health. Accordingly he accepted the agency of several of the old and responsible insurance companies of the east; with his great organizing and executive abilities, his quick and clear perceptions, and good judgment, he, within a short time, established extensive and important business relations between these companies and the citizens of this state. Bringing with him to his western home the same earnest interest in the cause of education which he had felt in New England, he early identified himself with the history and progress of the common school system of this city

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\*These facts are taken from the history of Winona County.

and state. His work was a pioneer work, so to speak. It was undertaken at a time when there was no public sentiment to sustain such efforts, and when there were difficulties and prejudices to be encountered which often appal the stoutest hearts. But the crowning labors in the life of this great and good man are those which he so unselfishly and nobly gave toward the establishment of the normal school system of this state. His work in the city of Winona will be thru all the coming generations a monument to his far-seeing intelligence, and to his generous regard for the future welfare and greatness of his adopted state. In his relations to it he belongs to the state, and the generous people of the state will ever cherish as one of its best friends and noblest benefactors. He died October 29, 1867, at the age of fifty-one, and was buried in Woodlawn Cemetery, near the beautiful city he so much loved, and a few years after his devoted wife followed him to the same resting-place. The Normal School Board and the Board of Trade both passed and entered on their files suitable resolutions of respect to their honored friend.

#### PRINCIPAL JOHN OGDEN

John Ogden was born in Ohio in 1824. At nineteen, while working at blacksmithing, he was kicked by a horse and his arm was broken. Not being able to work at his trade for some time, he concluded to enter the teaching profession. He found the work so congenial that he made it his life work.

He studied and taught in the Ohio Wesleyan University at Delaware, Ohio; was principal of one of the schools at Columbus Ohio, president of the Hopedale Normal School, Hopedale, Ohio and was engaged for some years in institute work.

In 1860 he was elected principal of the Minnesota State Normal School, resigning December 14, 1861, to enter the army, enlisting as a private in the First Wisconsin cavalry. Later he was made lieutenant. While recruiting a colored regiment of which he was to be captain, he was taken prisoner. The last nine months of the Civil War he spent in rebel prisons where he suffered untold hardships. He escaped three times, but was re-captured by blood hounds, but was finally exchanged at the close of the war.

In 1866 Mr. Ogden married a former pupil of his, known at the Winona Normal as Gussie Brewster. After leaving Winona, Miss Brewster was engaged in teaching in the public schools of St. Paul, her home.



After their marriage Mrs. Ogden was associated almost continuously with Mr. Ogden in his school work. At Fisk University she was engaged as teacher and music instructor, assisting George L. White in training the famous "Jubilee Singers." In 1872 she took her two boys, one three and one five, and went to Boston to study kindergarten with Miss Mary J. Garland. On completing the course, she returned to Ohio and conducted the first kindergarten in the state. She made the kindergarten her life work, only giving it up in 1907 on account of Mr. Ogden's ill health.

After the war, Mr. Ogden was engaged for some time in the Freedman's Bureau in Tennessee and Kentucky. He organized Fisk School at Nashville and was principal for some time, the school later organizing as a University with him as president. He remained here until 1870, when he resigned to accept a position as president of the preparatory department of Kenyon College at Gambier, Ohio. From there he went to Worthington, Ohio, to take charge of the normal school, remaining here until 1882, when he removed to Washington, D. C., where he and Mrs. Ogden conducted a kindergarten and kindergarten training school. He then went to Dakota with his sons to take a soldier's land claim. He remained in North Dakota several years, serving as institute conductor, county superintendent, and state superintendent. From Bismark he went to Minneapolis, where he and Mrs. Ogden conducted a kindergarten and kindergarten training school from 1894 to 1907. Three years ago they went west to make their home with their children. Mrs. Ogden died at her daughter's home in Seattle in 1908. At this writing Mr. Ogden is yet living at Seattle, Washington.

#### PRINCIPAL WILLIAM F. PHELPS

William Franklin Phelps, the son of Halsey and Lucinda (Hitchcock) Phelps, was born at Auburn, New York, February 15, 1822. He attended the public schools and taught county schools from 1838 to 1843. He graduated at the State Normal School at Albany in its first class under David P. Page in 1846 and received from Union College, Schenectady, under the presidency of Dr. Nott, the degree A. M. in 1852. In the same year he married Caroline C. Livingstone of Albany. He was in charge of the model department of the Albany Normal after graduation until 1852.

In 1855, he was called to the principalship of the State Normal School at Trenton, New Jersey, which he organized and conducted for nine years, after having planned the spacious and commodious buildings. He organized the Farnum Preparatory at Beverly, N. J., in 1857. He was the president of the American Normal School Association from 1856 to 1863. In 1864 he was invited to take charge of the State Normal School at Winona, Minnesota, which institution he reorganized, and here also planned its splendid building. Mr. Phelps was at the head of this institution for twelve years. He accompanied the Yellow Stone Expedition in 1873, and brought back rare and valuable collections.

In 1875 he was elected president of the National Education Association for the Centennial year, presiding over that body at its meeting in Baltimore, and also over the first International Educational Conference ever held, its meetings occurring in the Centennial Building at Philadelphia in July, 1876. At this conference twelve foreign countries were represented by seventeen officials, and twenty-four states and territories by one hundred two active and prominent educators. The proceedings of the Conference, which are of great interest, were published by the United States Bureau of Education in pamphlet form in 1877.

In 1876 he resigned the principalship at Winona and accepted the presidency of the Whitewater Normal School in Wisconsin, which position he held for two years. He was superintendent of the Winona public schools for the years 1878-79 and 1883-84. From 1881-1886 Mr. Phelps was secretary of the Board of Trade of Winona; from 1886 to 1887, secretary of the Chamber of Commerce of St. Paul; and from 1887 to 1890, secretary of the Chamber of Commerce of Duluth. He was the organizer, temporary chairman, and permanent secretary of the "Soo" (Canal Improvement) convention in 1887. From 1897 to 1903 he was the resident director of the Duluth Normal School, planning its first building and assisting in the organization of the school.

In 1875 Mr. Phelps published his "Teachers' Hand-Book." He also published "Normal Schools of Europe and America" (A New Jersey State Publication). From 1876-78 he was editor-in-chief of the Educational Weekly; also editor of "A Nebulo-Meteori's Hypothesis of Creation," (1904-5).

He is referred to in *Who's Who* and in *Johnson's Encyclopedia* as an "American Educator and Author." Mr. Phelps died in his 86th year at St. Paul on August 15, 1907. For an address by Dr. Shepard at his funeral see the *Bulletin* for October, 1907. His body was interred in Woodlawn Cemetery, Winona.

PRINCIPAL C. A. MOREY<sup>1</sup>

Charles Anson Morey was born of Scotch-English parentage in Vershire, Vermont, on the ninth of August, 1851. Ten years later the family moved to Minnesota and it was at Chester that the lad received for the next eight or nine years the education that fitted him for his later responsible duties, — education obtained in the winter months from the village school, and in summer from whatever work offered — he being in turn helper on a farm, joiner, and millwright.

In 1870, though still in his teens, he was called to teach his first school; meeting with very creditable success in this field of endeavor, the following year he, in company with several young men of his neighborhood, came to Winona and entered the State Normal School to prepare himself more thoroly for what he at that time had determined should be his life work. On the 22nd of May, 1872, he was graduated at the head of his class, and was at once selected to take charge of the new department of natural science soon to be established. Accordingly, in September of that year he entered the Massachusetts Institute of Technology in Boston as a special student in the scientific department. In the next two years he passed thru the entire laboratory course of that great, practical institute of learning. During the latter part of the last year he worked in company with Prof. A. Graham Bell, the inventor of the telephone. At the close of the year he read a paper before the Society of Arts and Sciences of the Institute, describing and illustrating his improvements upon the phonantograph, an important acoustical instrument. The paper was published in *The American Journal of Science*, and the improvements noted have been generally adopted.

In the spring of 1874 Mr. Morey was elected professor of natural science in the State Normal School at Winona. Under his direction laboratories were established and the new experimental method of teaching sciences put in full operation.

1. Since all of the valuable information discovered regarding the life and character of Mr. Morey could not be used in this short sketch, the sources have been listed and filed in the office of the Winona Normal School.

In 1876, upon the resignation of Principal William F. Phelps, Mr. Morey was chosen his successor, and with signal ability and success met the difficulties and perplexities of the situation. In recognition of Mr. Morey's distinguished services to the cause of education in the state generally, Mr. Thomas Simpson said: "He was one of the most enthusiastic friends and advocates of public education that we have ever had in our state. He had strong, forceful, intellectual ability and power. He was a teacher, a lawyer, a good business man, but he will be remembered not for any prominence in any of these lines so much as he will for his splendid executive and administrative ability in educational affairs, for his organizing power and fruitful suggestions as to managing and legislating in regard to public education, and especially to our normal training schools. Upon this will rest his enduring, fadeless fame in Minnesota."

Tho in 1879 he resigned the principalship to enter the profession of law, in 1888 we again find him a leading factor in the administration of normal school affairs — as member of the Normal Board and resident director for Winona, a position he held without interruption until the day of his death.

In our civic life the range of Mr. Morey's activities and general usefulness was well illustrated. For many years he was president of the Winona Savings Bank, succeeding the late Secretary Windom in that position. For about twenty years he was secretary of the Winona Loan and Building Association. He was a member of the city council for four years and of the Board of Education for six years. While in the former body he was an enthusiastic advocate of the scheme then proposed by W. A. Finkelnburg, for the creation of Riverside Park, and to his wise foresight is largely due the splendid results which followed. Similarly, as a member of the Board of Education, he was an active and influential supporter of the project for the erection of the present high school building. He was a trustee of the public library, the resident director and treasurer of the Normal School, a member of the State Normal Board since 1888, and its president at the time of his death. He was a United States commissioner for many years and was selected by the government authorities to hear the famous Minneapolis census cases. As an organizer and member of the State Board of Control, he rendered valuable public service. Locally, Mr. Morey



was at the time of his death a member of the charter commission appointed by Judge Snow and one of its most intelligent and influential members. He was also president of the Arlington Club, a leading social organization, the scope of whose functions he wished so to broaden that it might embrace an active participation in civic affairs.

"In his more intimate friendships, he was staunch, brave, and kindly; he kept in touch with his many loved acquaintances by peculiar and significant courtesies — the sending of a worthy book, an inquiry about the message in another, a pungent note of greeting<sup>1</sup>."

When he died on September 26, 1904, he left a wife, Kate Louise Berry Morey, daughter of the late Gen. C. H. Berry, and four children.

He had some prescience of his death, and for some months preceding that event, frequently voiced a desire to die at his work or out-of-doors instead of in bed. Fortunately a friend's invitation to drive was the means by which the "God of the Open Air<sup>2</sup>" granted him his wish, and, with head pillowed on the soft, green grass, he died where he longed to die, under the blue and cloudless sky.

#### PRESIDENT IRWIN SHEPARD

Dr. Irwin Shepard was born at Skancateles, N. Y., July 5, 1843. He attended the State Normal School at Ypsilanti, Mich., in 1860-1861. This normal school he left to serve in the 17th Michigan Infantry Volunteers, 9th Army Corps, from 1862 to 1864, when he was discharged on account of wounds received in the Battle of the Wilderness, May 6, 1864. Dr. Shepard is decorated with a Congressional Medal of Honor for meritorious services at Knoxville, Tenn., November 21, 1863. He attended the Ypsilanti Normal School again in 1865, but later attended Olivet College, Mich., from which institution he graduated in 1871. His Alma Mater conferred on him the degree of A. M. in 1874 and of Ph. D. in 1893.

In 1871 he married Mary Barret Elmer. The same year he was elected to the superintendency of the public schools of Charles City, Iowa, serving in this capacity till 1875. From 1875 to 1878

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1. Pres. Weld in *The Normal Red Letter*, Moorhead, Oct. 1904.

2. This poem of Van Dyke's voiced Mr. Morey's love of nature.

he was principal of the high school at Winona, Minn. Then he served one year, from 1878 to 1879, as superintendent of the Winona public school system. In 1879 he was elected president of the Winona State Normal School, serving in this capacity until the fall of 1898. He had served some years as secretary of the National Education Association. His unusual capacity for long sustained hard literary work, aided by his mechanical orderliness in attending to routine tasks, made him so indispensable to the N. E. A., that he was in that year elected permanent secretary of that organization. This position he still fills with undiminished ability. His permanent address is still Winona, Minn., where the association has erected a building adjacent to his private residence, for use as the office building of the N. E. A. Secretary. Dr. Shepard thus continues to live within a block of the Normal School building, in which he has seen nineteen years of service. On occasion he still visits the Normal School, and his addresses to the students, characterized by clearness of thought and vigor of expression, are always appreciated. He is also a good story teller, and his accounts of war time experiences are greatly relished by his friends.

#### PRESIDENT JESSE F. MILLSPAUGH

The subject of this sketch was born on a farm near Battle Creek, Mich., June 18, 1855. Before reaching the age of three years his mother died, leaving the care of her five sons, one an infant and the eldest nine years old, to their father and her sister, who came into the home to fill the vacant place. The father lived but a short time after the death of the mother, and the care of the family of boys fell to the aunt.

The boys began their education in the country schools, attending during the winter months, when they could be spared from the farm work. At the age of fourteen Jesse began the study of Latin and Algebra under an older brother, and the following year entered the village high school. After one year here he joined the junior class of the Ann Arbor high school. Here, while still pursuing his high school course, on the recommendation of the city superintendent, he taught private classes in Latin.

In 1875 he entered the State University of Michigan, and took a prominent place in his class. In his Sophomore year he was elected one of the editors of "The Oracle," the class publication.

Thruout his college course he continued his private teaching. When a junior, he was appointed to fill the position of teacher of Latin in the Ann Arbor high school during the illness of the regular teacher, which lasted several weeks. In his senior year he was elected class orator, and delivered an oration on the subject, "Responsibilities of the American Scholar." He served as president of the Student Christian Association during his senior year, graduating from the classical course of the University in 1879.

Upon graduation, young Millspaugh was elected principal of the high school of Frankfort, Ind. After filling this position for two years he returned to the University of Michigan to take up the study of medicine. Completing the first two years of the course in one year at Ann Arbor he entered the medical department of the University of Pennsylvania and graduated with "honorable mention" in the spring of 1883.

The young doctor now turned his face toward the west in search of a field, and, locating in Fremont, Nebr., began the practice of medicine. But his health having become somewhat impaired during his long course of study, he gave up his practice after a few months, temporarily, as he supposed, and accepted the position of principal of the academic department in the Salt Lake Collegiate Institute, Salt Lake City, Utah. After two years as principal of this department, he succeeded Prof. John M. Coyner, founder of the school, as superintendent. The institution included all grades from kindergarten to college preparatory, and, with several others of a similar character conducted by the Home Mission Boards of the various churches, supplied the place in the city of a system of graded schools.

Dr. Millspaugh now settled down to his new profession, and gave up his purpose of returning to the practice of medicine. In 1886 he was married to Mary C. Parsons, the eldest daughter of Captain and Mrs. E. H. Parsons, prominent Gentiles of Salt Lake City. Miss Parsons had graduated from the Salt Lake Collegiate Institute and had studied at Wellesley. Two daughters complete the family, Winnefred, at present a junior in Leland Stanford University, and Helen, a senior in the Hollywood, Cal., high school.

In 1890 Salt Lake City came under the control of the Gentile element. A city board of education was established; a system of graded schools inaugurated, and Dr. Millspaugh chosen first superintendent of city schools. He held this position until 1898.

In December of that year he was elected president of the State Normal School at Winona, holding this position until 1904, when, owing to climatic conditions, he left the state of Minnesota to accept the presidency of the Los Angeles Normal School.

On assuming the presidency of the Los Angeles Normal, Dr. Millspaugh made, as one of the leading features of his policy, the extension of the work of the normal school to the public schools of Southern California. Accordingly, extension lectures by eminent instructors in various departments have been given each year to the teachers of many towns and cities in the vicinity. In connection with these efforts, the class rooms of the school have been open for special work on Saturday, and in every way possible endeavor has been made to impress upon the constituency of the school the desire of the institution to be of help to teachers in service, as well as to young men and women preparing to teach.

The school has enjoyed a very encouraging development and growth. The enrollment has increased 75 per cent. since Dr. Millspaugh took charge of the school, now numbering 750 normal students, with 600 pupils in the training school. There is now in progress a movement looking to the erection of entirely new buildings on a larger site to accommodate the growth of the school. The school employs a faculty of thirty-five teachers.

Dr. Millspaugh has been a member of the National Education Association for twenty years, and has been a member of the National Council and has twice served as secretary of this body. He was a member of the State Board of Education in Utah, and is now ex-officio member of the California State Board.

#### PRESIDENT GUY E. MAXWELL

Guy E. Maxwell was born on a farm in Mason County, Illinois, in 1870. His parents removed to a western Minnesota farm in 1879, where he lived until the age of twelve. He completed the Appleton public school course except the twelfth grade, finishing the preparation for college in the academy of Hamline University, and earned the A. B. degree of that institution in 1893. He was active at various times in nearly all phases of college life, — in the glee club, as editor of the school monthly and class annual, as cap-







THOMAS SIMPSON  
Resident Director, 1868-85



CHARLES H. BERRY  
Resident Director, 1885-8

tain of base-ball and foot-ball teams, and twice as the Minnesota representative in inter-state oratorical contests with speakers from eight other states.

Mr. Maxwell first taught as principal of the Herman, Minn., village school, transferring after two years to the principalship of the Marinette, Wis., high school, remaining three years, from 1895 to 1898. He then entered Teachers College and Columbia University in special preparation for educational supervision, where, after earning the master's degree at the close of the first year, he spent a second year in study for the doctorate. The appointment as principal of the training department at Winona in 1900 was accepted with the plan for an early return to the university for further study. In 1904, upon President Millsbaugh's resignation to accept a similar position at Los Angeles, Cal., Mr. Maxwell was called to the presidency at Winona.

He married Jeannette R. Evans of St. Paul, a college class-mate, in 1896.

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#### BRIEF BIOGRAPHICAL SKETCHES OF RESIDENT DIRECTORS\*

These brief sketches, with the exception of those for Messrs. Berry and Simpson, were taken from "The Book of Minnesotans," published in 1907. The sketch of Mr. Simpson was taken from an address by Judge D. E. Tawney before the Winona County Bar Association, from an article in the Central Methodist and Winona District Reporter for May, 1905, and from a sketch in Bunnell's Winona. The sketch of Mr. Berry was prepared by Miss Frances Morey.

##### THOMAS SIMPSON

Resident Director, 1873-1884

Thomas Simpson was born of Scotch descent at Robinsdale in the north of England May 31, 1836. The next year his parents came to the United States and settled at Rockdale near Dubuque, Iowa. He came to Minnesota when sixteen years of age to engage in engineering, and assisted in making a government survey of the territory of Minnesota in 1853. About this time he received

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\* The biographical sketch of Mr. Morey, who was resident director from 1888-1904, is given in connection with the presidents of the school.

a contract direct from the government to survey the reservation of the Winnebago Indians in Wisconsin. When Mr. Simpson came to Winona in 1856 the place was not yet incorporated, and in the spring of 1857 he assisted in securing the passage of a charter for its incorporation, which was passed by the territorial legislature in March of that year, and at the charter election held a month later, he was elected the first justice of the peace of Winona. He was also the first president of the board of education of Winona.

In 1858 he was admitted to the bar, and from that time until his death was in active and successful practice, being president of the Winona County Bar Association at his death and for some time prior.

"A prominent visitor in Winona in the early days, upon returning east, declared that he had met three young lawyers who would be heard from, viz., William Windom, who became Secretary of the Treasury in U. S., William Mitchell, who became one of the most eminent judges on the Supreme Bench in Minnesota, and Thomas Simpson."

In 1860 he married Miss Isabelle Margaret Holstein of Lewisburg, Pa., a singularly gifted woman. In 1862 he was appointed a member of the City Council from the first ward, and to this office he was twice re-elected. In 1864, when the Normal School of this city was closed for want of funds, he was appointed a member of the State Normal Board and his supervision and management as Resident Director of the school continued for about twenty years. From 1868 to 1870 and from 1876 to 1883 he was president of the Normal School Board. His term of service in this office was exceeded by but one other, Hon. W. I. Pattee. His invaluable services in this capacity in 1876 have been discussed in another connection.

In 1864 he was a delegate to the National Republican Convention at Baltimore which nominated Lincoln for a second term. In 1866 he was elected to the State Senate, serving two terms. In 1904, was a presidential elector. He was an active and enthusiastic member of the Board of Trade of Winona and was the first president elected by that body. From 1856 to 1892 he was superintendent of the Sunday school of the Winona Central Methodist Church, and he contributed much of his time and energy to the Young Men's Christian Association. He was one of the organizers of the Second



National Bank of Winona, serving for some time as its president. His latest work was done in February, 1905, in the preparation of an address which he contemplated delivering at a meeting of the Winona County Old Settlers' Association, of which he was president. He died April 26, 1905, at the age of 68, leaving three sons, George T., now Attorney General of Minnesota; James, a lumberman in Washington; and Earl, the youngest, now County Attorney of Winona County.

CHARLES H. BERRY

Resident Director, 1885-1887

Charles Henry Berry was born at Westerly, R. I., on September 12, 1823, the son of Samuel F. and Lucy Stanton Berry. He was educated in the district school of Caton, N. Y., and in the academy at Canandaigua, the same state. He determined to enter the legal profession and studied in the office of E. C. Lapham, who afterward was elected United States senator. He was admitted to the bar in 1848, and soon entered upon a twenty years' partnership with Judge Chauncey N. Waterman. This partnership was started in Corning, N. Y., and was transferred, in 1855, to Winona, Minn. In this place he later took Mr. Morey, his son-in-law, as a partner.

In 1850, before leaving Corning, he was married to Miss Frances Eliza Hubbell.

He was the first attorney-general of Minnesota, holding office from 1858 to 1860, and was later elected senator from Winona County, which office he held for several terms. Among the appointive offices which he held were those of membership on the board of directors of normal schools, member of the State Board of Corrections and Charities, and that of United States Commissioner. In 1888 he was appointed by President Cleveland a territorial judge for Idaho and held the office until 1890, when Idaho became a state.

Among the city offices which he held was that of president of the school board, serving in this capacity for several years. In politics he was a democrat; in religion, an Episcopalian.

He died on August 21, 1900, leaving his wife and their one child, Kate Louise Berry (Morey).

## HISTORICAL SKETCH

WILLIAM P. TEARSE

Resident Director, 1904-1905

Tearse, William Pliny, lumberman; born at Stillwater, N. Y., June 27, 1844; son of Archibald Campbell and Caroline (Pierce) Tearse; educated in William McLaren's School, Sandy Hill, N. Y., and at Ft. Edward Institute, Ft. Edward, N. Y. Went to Eau Claire, Wis., in 1869, and engaged in lumber business; in 1873 became member of firm of Ingram, Kennedy & Co., lumber; in 1881 was one of the organizers of the Empire Lumber Co., of which he became secretary. Came to Winona in 1886, where the company already had established yards and where later its mills were erected. Interested in Ingram-Day Lumber Co., Lyman, Miss., and the Gulf Lumber Co., St. Louis, Mo.; President Merchants Bank, Winona Carriage Co.; vice president Western Elevator Co., all of Winona. Director State Normal School at Winona 1904-05. Married at Glens Falls, N. Y., February 13, 1871, Miss Ione E. De Long. Club: Arlington. Address: Winona, Minn.

H. L. BUCK

Resident Director, 1905-1908

Buck, Harry Lee, lawyer; born at Winona, Minn., June 21, 1861; son of Cornelius Fellows and Nancy Jane (Robinson) Buck; educated in Winona State Normal School, high school, and Law Department University of Wisconsin. Admitted to bar 1882; has been engaged in practice of law at Winona, Minn., since 1883; member of the law firm of Fitzpatrick & Buck, established 1901. Democrat. Municipal judge, city of Winona; judge of probate for ten years, formerly city attorney, special judge Municipal Court, member and president school board. Vice president State Humane Society; vice president State Initiative and Referendum League; ex-president Winona Humane Society. Was chairman Democratic State Committee, 1902-04; delegate at large Democratic National Convention, St. Louis, 1904. Unitarian. Director State Normal School at Winona, 1905-1908. Member of U. A. O. D., A. O. U. W., Knights of Pythias, M. W. A. Married at Winona, 1887, Miss Ida Carpenter. Club: Arlington. Recreations: Outdoor diversions. Address: Winona, Minn.



CHARLES A. MOREY  
Resident Director, 1888-1904



WILLIAM P. TEARSE  
Resident Director, 1904-5







HARRY L. BUCK  
Resident Director, 1905-9



STEPHEN H. SOMSEN  
Resident Director, 1909-



S. H. SOMSEN

Resident Director, 1909-

Somsen, Stephen Herbert, lawyer; born in Howard County, Ia., May 29, 1877; son of G. J. and Emma H. (Gleason) Somsen; came to Minnesota, 1889; educated in Minneapolis High School and College of Law, University of Minnesota, graduating, degree of LL. B., 1898; unmarried. Admitted to the bar at St. Paul, Minn., June, 1898; began practice in Winona and has been partner in law firm of Brown, Abbott & Somsen since January, 1900. Member Minnesota State and Winona County Bar Associations. Democrat. Was special judge of municipal court, 1900-04. Municipal judge, 1909 —. Director Winona State Normal School, 1909 —. Secretary and director Biesanz Stone Co. Mason (32°), Shriner. Director Masonic Benevolent Association. Member Philharmonic Society. Unitarian. Clubs: Arlington, Meadow Brook (director). Recreations: Golf, automobilng. Address: Winona, Minn.

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### REMINSCENT SKETCHES

F. L. Cook, '66 (First Class)

President of State Normal School, Spearfish, S. Dak.

In the summer of 1865 I was a boy of sixteen living on a small farm near Rochester, Minnesota, and was very eager to attend a good school. At that time the schools of Rochester were ungraded and poor. There were no school buildings, there was no school equipment. There were as yet scarcely half a dozen high schools in the state.

After much anxious inquiry, I became convinced that the State Normal School at Winona was the only really good school sufficiently inexpensive and near at hand to be within my means. Indeed, my purse was so slender that I could not hope to stay long in school anywhere unless I could find opportunity to work my way in part.

There was, to my mind, an objection to the Normal School that at first seemed almost insuperable. It was that I did not want to be a teacher. It had long been my ambition to become a physician, and I had said a thousand times that I would never teach. Teaching had seemed to me from early childhood to be the most undesirable of callings. I have now been a pedagog for more than forty years.

I dwell on this point because my case is not an isolated one. I know of scores of teachers, some of them eminent in the profession, who would never have taught a day if the splendid work and inspiration of some state normal school had not changed their antipathy for teaching to enthusiasm and love for the noblest of all the professions. And on this fact I base a plea that attendance at normal schools be not too strictly confined to those willing to pledge themselves in advance to enter the profession of teaching.

I went to Winona, and on my arrival found the school occupying a small rented frame building on the corner of Fourth and Lafayette streets. This was a most unpretentious building, with four small rooms heated by stoves, and with no modern conveniences and almost no equipment. All of this seemed most unpromising, even to a green country boy like myself, and I had an attack of homesickness. I took two days of written examinations, conducted by Miss Mary V. Lee, and was classified as a senior, a fact that would seem to indicate on the face of it that the scholarship requirements for admission were low.

My unfavorable first impressions of the school did not last a fortnight. I quickly discovered that the teaching and management were admirable beyond anything of which I had formed any conception. I became so enthusiastic and happy that I could scarcely sleep.

I had not observed a month in the primary grade of the Model School, over which Miss Sarah J. Timanus presided as critic teacher, before I decided that I would be a teacher.

At that time my estimate of the teachers of the normal school would, of course, be of little worth, if not corrected and supported by later observations and impressions. But I can say now, with certainty of making no mistake, that in those pioneer days the school had a marvelously able faculty. I observed Miss Lee's subsequent career as a teacher till near the day of her death, repeatedly visiting her classes in the State Normal School at Oswego, New York, and I have heard a score of expert judges pronounce her the best teacher they ever knew. Miss Timanus unquestionably deserved high rank among the expert primary teachers of the United States. To Professor William F. Phelps, the president of the school, much of the credit for this splendid start must be given. His energy was wonderful, his executive power great. He



seemed to know a good teacher almost at sight. The Phelps policies, like the Roosevelt policies, have seemed to me, in the main, very good, and it is gratifying to at least one member of the first graduating class to note that they have dominated the school from that day to this.

President Phelps's untiring devotion to the interests of the school, his love of system, his insistence upon punctuality, regularity, and faithfulness made a lasting impression upon my young heart, and I wish gratefully to acknowledge that to the teachers I have named, and to the other beneficent influences of those early days at the Winona Normal School, I owe much of whatever success and happiness have fallen to my lot in the forty-five years that have since elapsed.

After teaching for several years in country and city schools, I came back to Winona and took a post-graduate course. This was in 1871. I then found the school occupying the magnificent and well equipped building that forms the main front of the present splendid plant. President Phelps was still at the helm. Miss Lee was still there. The teaching was admirable, but no better than in the old days. The chapel exercises were the most impressive I have seen in any school. Those of the present day at the Normal are almost identically the same. After a very profitable and happy year, I bade adieu to my beloved Alma Mater and resumed work in my chosen profession.

In 1876 I was invited to become a teacher in the Normal School and gladly accepted. Shortly before I entered upon my duties there, President Phelps resigned to accept a like position in the State Normal School at Whitewater, Wisconsin. He invited me to go with him, but I declined. Prof. C. A. Morey succeeded him at Winona. President Morey was an able executive and an efficient teacher, but at the end of three years he resigned and entered upon the practice of law. He was succeeded by Dr. Irwin Shepard. I knew President Shepard well, having taken private instruction of him for several years. He was one of the most efficient residents and teachers Minnesota has ever produced. Mr. Morey was soon appointed resident director, and the two very strong men, President Shepard and Director Morey, heartily pulling together were almost irresistible. They accomplished much.

The Winona Normal School unquestionably owes much of its commanding influence and high rank as a training school to the fact that it never had a poor president, and to the further fact that its resident directors have almost invariably been men of ability and high character who have been singularly and unselfishly devoted to the interests of the school.

In 1885 I was called to my present position a thousand miles from Winona, but I have by no means forgotten the dear old school to which I owe much. Indeed, I have kept sufficiently in touch with it to know that it not only has been, but is one of the greatest among the training schools for teachers. I have visited upwards of fifty state normal schools, and I rank my Alma Mater very near the top. Not only are its teachers always remarkably good, and its academic and professional work correspondingly thoro, but it gives more attention than most schools to the development of noble character and high ideals, tho normal schools in general are by no means lax in such matters. I like its splendid spirit, its sane methods, its rigid discipline, and am proud indeed to be enrolled as one of its graduates.

#### REMINISCENT SKETCH

Clara Caswell Greening, '68

Since receiving, a few days ago, a letter from you, asking me to write what the "dear old Normal" means to me, I have been living again the days of my youth.

In the fall of 1865, I entered the Winona Normal School, coming from the little village of Le Roy. Three of us went at the same time from that little town, Mary Graham, Marcia Spencer, and myself, Clara Caswell. My father, Daniel Caswell, and William B. Spencer took us by team, a distance of about 70 miles, as there were no railroads through our town at that time. In fact, I was always obliged to go and come by team during my whole school course, excepting the very last semester. In the fall of 1867 the C. M. & St. P. R. R. was built through LeRoy, and I went by train to McGregor, and then by boat to Winona.

I shall always remember that first delightful, though rather tiresome trip in an open spring wagon, and the mixed feeling of awe, rapture and dread during our drive through Burns Valley. Only a year ago I had the pleasure of a drive through that same

beautiful valley, and while the road is very materially improved since those early days, I experienced, at times, the same creepy feeling along my spinal column, when obliged to pass another team at certain narrow places, that I remember feeling over forty years ago. Every part of the valley is as beautiful as then, except Sugar Loaf, and a feeling of sadness came over me when looking at that historic bluff so despoiled by man.

We three girls were installed in a room rented from Mrs. Tiltottson, and "kept house" during the first year of our school life in Winona. The school was held in a two story frame building on Fourth street, the Normal department occupying the second story, and consisting of an assembly room, a recitation room, and a cloak room.

The school then comprised four classes, A, B, C, and D. We all entered the "D" class, but Marcia Spencer was soon promoted to the "C" class, and graduated before Mary and I did.

When we entered school, Principal W. F. Phelps, Miss Mary V. Lee, and Mr. Adams comprised the faculty of the normal department; Miss Gilbert and Miss Timanus had charge of the Model rooms on the lower floor of the building. Mr. Adams had charge of the music, and soon after we entered, Miss Thompson was added to the faculty.

How well I remember the looks, manners, and characteristics of each of those teachers. Principal Phelps was earnest, enthusiastic, and inspiring. We all had the highest respect and regard for him, and I think all will remember a peculiarity about his eyes, so that we never could tell or be sure whether he was looking at us, or at someone in another part of the room, but if we trusted that it was the other one, we were generally mistaken. He thoroughly enjoyed talking and expounding certain subjects, and I remember that sometimes when we had an especially difficult or poorly prepared lesson, we would skillfully lead him to talk on one of these, and he would occupy the whole recitation hour, and then be surprised to find the time gone, and assign us the same lesson for the next day. Not so Miss Lee. If there was one part of a subject over which she presided, that any of us did not thoroughly understand, or had not sufficiently prepared, she seemed to have the power of knowing it, and could see it as plainly as the X-ray can now locate a hidden substance, and the first question that she would

ask us would be the one we could not answer. The consequence was that the lessons for Miss Lee's classes were learned first and best. She was a most excellent and conscientious teacher, and would never leave a subject until it was thoroughly understood by each member of the class. While we all had a wholesome fear of her, we all loved and respected her. She was a solid rock of information, and never failed us.

Miss Thompson, while not so firm and decided, was also a most excellent and kindly teacher. One incident of her kindness always remains in my memory. She was conducting an examination in geometry, and for some reason it proved to be very hard for the class. After working on it until long past school hours, for we had no set time in which our examinations must be finished, we became discouraged, and first one, and then another began to cry, until nearly half the class were in tears. Miss Thompson asked what was the trouble, and we informed her that the examination was too difficult for us, and that we were sure that we would get poor marks, and that would bring down our average, and we were heart broken in consequence.

We used to think that if we did not stand 100 or very near it on our examinations, that it was a serious matter. We are told now that only a "grind" will ever think of being marked 100, and "grinds" are not very popular in school.

I think that in those days we were all "grinds" and did not know any better than to think that was the purpose for which we were sent to school. Miss Thompson said that she did not think the examination she had given us was difficult, but if we wished, she would write out another set of questions and we might try again the next day. It is needless to say we passed a more creditable examination, although she insisted that the first set of questions was no more difficult than the second.

Mr. Adams, the music director, was a thorough musician and a most kindly gentleman, but not a very strict disciplinarian, and I fear we sometimes took advantage of that fact during the music hour.

Miss Gilbert I remember as a very dignified little lady, who seemed to have perfect control of the higher Model room.

I remember more distinctly Miss Timanus, who had charge of the primary room. How we used to enjoy going into her room to



learn, by observation, her methods of teaching. I remember as though it was yesterday, seeing her stand one little, tiny tot on her table, and try to teach her just how to say certain words that she could not speak plainly. She used to try to impress on our minds that we must always look pleasant when teaching little ones. Now some of us thought to look pleasant we must smile; sometimes you do not feel like smiling in school, as, for instance, when trying to induce your pupils to "show off" during the visit of the county superintendent. I very well remember the first time the county superintendent visited my school. He said to me, "I would know that you are a normal graduate, if I had never been told." I said "Why?"; feeling sure that some compliment would follow. "Because of the painful smile on your face," he said. Now, I do not mean to imply that the teaching of Miss Timanus was at fault, but only our interpretation of it; and ever after that I endeavored to look pleasant without smiling.

While I was not fortunate enough to attend school in the fine brick building that the school now occupies, I did have the pleasure of being present at the laying of the corner stone of that building, and I have always felt proud to know that my name is among those placed therein. That was a gala day, when all of the public school pupils as well as our own, marched to the grounds and, together with many citizens, witnessed the impressive ceremony.

In our day the museum occupied a show case, about three by five feet, and how Principal Phelps' face would light up, and how he would enjoy explaining to us all about any new bit of stone or other specimen that was sent in, or that he was able to procure in any way. There used to be a box sitting under the case, covered with slats, containing a large rattler caught somewhere in the bluffs.

We enjoyed seeing visitors, when seated near there, look anxiously around when he would shake his rattles. We would sometimes try to arouse him when we thought he had slept long enough. When a long lead pencil was found in his box, it was sure to be followed by a short lecture by Principal Phelps.

Our course of study was supposed to occupy two years, but sometimes, before our class was to graduate, Principal Phelps asked how many in the class could come another half year, as he said he would like to take up a few more subjects than would be possible in the two years. Finding that the entire class could return for the

half year, he requested us to do so, and our class of fifteen graduated January 23, 1868, being the third class sent out since the organization of the school.

Some members of our class have made honorable names for themselves as teachers, both in the United States and in South America. Among the latter are Mary O. Graham and Susie Wade. While I did not spend many years in teaching, I never felt that my education was a failure, nor that the time spent was wasted, for I feel that I have made a better wife and mother on account of it. My youngest boy, twenty years of age, is now a Junior in Carleton College, Northfield, Minn. The next youngest son graduated from Carleton, then from the University of Minnesota School of Law. He now has charge of a bank and is also practicing law in a new and growing town in Montana. Our oldest son has been cashier in his father's bank since he was seventeen years old, and our two daughters are happily married, one living in our home town, with a happy family of three children, and the other one in Washington, D. C., her husband being head of one of the departments in the Library of Congress.

While I never did much myself, I feel that through my children I have reflected some credit on my dear old Alma Mater, the Winona Normal School.

#### REMINISCENT SKETCH

Kate Berry Morey, '72

When I first recall the Normal School, it was housed in a small, three-roomed building. Two rooms on the first floor, each with an outside door, east and west windows, one in the second story running the whole length of the building. Each room heated by a stove, and clean, scrupulously clean. No kitchen floor was ever whiter than those floors were scoured, no lady's parlor ever more carefully dusted.

The Normal department, or "Normal School," as it was called in distinction to the "Model Schools," which occupied the ground floor, was a land unknown to me for several years and seemed to be peopled by a race of superior beings who knew most things and were fast learning more.

I well remember my first visit to the lowest primary room. Holding fast to my mother's hand and hiding as far as possible be-

hind her ample skirts, I slid into a seat behind the stove and gradually found courage to look at the other children. The teacher was Miss Sara Timanus, a graduate of the Oswego, N. Y., Normal School. Many and wonderful were the stories we had heard of her "methods," which were the first departures from the time-honored ones of learning by heart that had crossed the Mississippi.

A low shelf ran around the room, just under the blackboards, It was divided into compartments about a foot square by little partitions. In each compartment was a heap of wooden button moulds, discs about as large as pennies, with holes in the center. With these the children were learning to count, add, and subtract.

When we went home, we told my father of this delightful substitute for pure mathematics; and whether he doubted the efficacy of button moulds in training small minds, or thought the walk too long from our house to the Normal building, I never knew; but I do know that the rest of that year I was kept in the ward school where I had been first placed, under the care of placid Miss Bessie Thorne.

The next fall I was sent to the Second Model School, to Miss Christine Gilbert, a gentle, kindly woman, frail in health but strong in dignity and patience. She moulded that small roomful of restless humanity to her will, and I never saw even the largest boy refuse obedience to her quiet orders. In that room I learned the multiplication tables and to read words of two syllables; her rare smile being reward enough for a wrestle with even the table of 9's.

Her slight strength made some help in her work necessary. I cannot remember that the "students from up stairs" did any actual teaching. They simply observed. But the door was often left open between the First and Second Model rooms and Miss Timanus came in to relieve Miss Gilbert from part of her work. I can distinctly recall the havoc her bright, piercing eyes made in my memory, and how hard it was to recite when she looked at me. One duty she attended to regularly. Having a rare and unusual gift for story telling, she told us twice a week stories of Bible characters. They were wonderful stories. Short, vivid tales of Hebrew men and women, and under the spell of her words, we saw Joseph stand again before Pharaoh, and David watch his sheep on the Judean hills.

Miss Timanus afterwards married the Rev. Wilbur F. Crafts and engaged in general Sunday School and Missionary work.

Once each year we went to the Baptist Church which stood in the same block with the Normal School and had our public "exercises," as they were called. Songs, recitations, sometimes a musical play called a "cantata." "The Flower Queen" was one. This was given by the grown-ups. We children had small parts, which we mostly forgot when the dreaded day of presentation came.

Miss Worthington, the member of the graduating class who took the part of the Queen of the Flowers, soon after married Mr. O. D. Adams, the musical director. The pretty romance had a sad ending, for within two years both Mr. and Mrs. Adams died.

The number of pupils attending the Model Schools increased so rapidly that a new one was started in the basement of that same Baptist Church. Soon afterward it was moved into the upper story of a store across the street. This building was built of grout or cement, one of the first of the kind to be put up in Winona. At our homes, we children heard free discussions as to whether this material could stand the severe climate, and many dire prophecies as to what a hard frost would do to it. Sure enough, as the cold weather came on a large crack appeared zigzagging across the outside wall. As we climbed the staircase, which went up outside of the building, we would watch it to see how long it was, how wide, etc. When I think of that crack, I have great sympathy with people who live in the earthquake zone. As a matter of fact, the building still stands, between the Savings Bank and the Wakefield Block.

We watched the erection of the present Normal building eagerly, from the laying of the corner stone to the finishing of the rather formal exterior. It looked just as it does in the old catalogues; compact, straight up and down, and to us at that time it seemed very large.

We were proud and happy when the schools were formally moved into this new home; a subdued lot of youngsters, too, for Mr. Phelps, the Principal, talked to us long and earnestly of the care we should give the beautiful new building. I well remember one day when a scratch, long, crooked, disfiguring, was found on the main stair rail. To this day, a dint or mar in fine woodwork recalls that talk.



His name recalls more than that. Awkward, homely, angular in mind and body, I honor him as I do no other teacher, for those same talks that burnt into our minds and left an indelible impression. "An act repeated makes a habit; a habit repeated makes character." I can hear his voice yet and see the familiar gestures.

One talk on personal peculiarities stands out clear and distinct among the others. A young woman, who was singularly unlike the other students, came in from some frontier town. With the cruel thoughtlessness of youth we found her oddities amusing. Sending her to a class room, on some kindly pretext, Mr. Phelps called the school together in the Assembly room. Such a talk! He showed us how bitter the weight of a personal peculiarity could become, how sensitive one might be to it. We went into that room thoughtless children; we came out men and women with our hearts tender for human suffering. We forgot often, as children will, but the spirit of the school was changed. We laughed with, instead of at our class mates.

The Assembly room then was scantily seated and had broad aisles where we marched in columns of two, four, even eight abreast. Military training was part of our course. The Civil War was so recently ended, that several discharged soldiers, middle-aged men, were among our number, learning a new profession. One of these, Mr. Ferdinand Elder, was our drill master, and a certain portion of each day was given to this practice. The fire drill was incorporated with it and the order "Double Quick, March" could move the entire school out of the building in three minutes. One object Mr. Phelps had in this drill, he afterwards told us, was to secure an erect carriage. So many of the pupils were almost middle-aged and came so lately from hard work on the farm, that it was necessary to lay great stress on an erect bearing and a firm, light step.

The townspeople had not yet grown accustomed to taking care of these strangers in their midst, and good boarding places were scarce and hard to find. Certainly half the school "boarded themselves." Women and men alike rented rooms within walking distance of the school and cooked their own food. The small stove with fire to be lighted when one went home from school was the usual way of heating. Cold rooms, scanty fare, plain clothes, were so common as to be seldom mentioned. They were accepted as a matter of course. Lack of even the essentials of life was a com-

mon thing. I could tell stories, if it were right to do so, of those who carried off the honors. Our valedictorian and her sister, our honor women and men in every instance, were those who were closest pressed by poverty and looked him in the eyes with a smile. How we loved and honored them for it. I could tell of work done in poorly heated rooms, in stone-cold rooms, with tea and crackers for breakfast, crackers and tea for lunch, and supper the only hearty meal of the day. Brave, noble women, I wish I might name you and tell of some of your expedients to make a scanty allowance reach till the end of term time. The opening of the summer term of the country schools in April or May made many vacancies in our ranks, for in order to earn money for another year's work, many taught through the long vacation.

The aisles in that Assembly room were filled each morning by Model School children. Little girls in copper-toed shoes, and boys in high boots with red leather tops, marched noisily down from rear to front, with Miss Farber, Miss Hewitt, and Miss Sharp in charge. I cannot remember the names of all the Model teachers, only some few under whom I had the privilege of teaching. For a time the center aisle was given up to the very little children. Then came a change, and one fall day when we gathered for morning exercises, a new band of children marched quietly down that aisle, "the soldiers' orphans." That term expressed no pity, only honor; honor for the fathers, honor for their widowed mothers who had bravely let these children leave home, mere babies some of them were, for the sake of getting that education which was to make them independent; honor for the woman whose motherly care had made their clothing and housing in Winona possible. I can see her as she would slip quietly through the office door to sit and watch her protégés, with that look in her soft gray eyes and smile on her lips that made her beautiful. No one who knew Mrs. Margaret Simpson can forget that smile, nor look, nor her voice, with the soft Pennsylvania accent. I have often watched the eyes of that little band turn to her and answer her look as children do only to those who mother them.

Little freckled face boys in roundabouts, half grown girls in gingham dresses, you have grown and changed much since that day. I wonder sometimes if you remember Mrs. Simpson and her work for you. How she toiled, begged, planned, and labored that you

might have your "chance." Some of you do remember, I know, I have heard you say so. If ever woman taught by example the force of Edward Everett Hale's motto, she was the one:

"Look upward, not downward,  
Forward, not backward,  
And lend a hand."

Many noble men and women have sat on that Normal platform: Dr. Mary V. Lee, Mrs. Mary Welch Cooley, Miss Belle Thompson, Dr. Ford, Mr. Thomas Simpson, Judge Berry, Hon. Earle S. Youmans. These were some of the older ones. Of those who came later, others must speak.

"Plain living and high thinking" was the standard they set, and the school still seems to work by it. But they did more than set a standard for the school. They paid her teachers, put fuel in the furnaces, and books in the library. Some of the money needed for this they provided themselves, some they borrowed from other loyal Winona friends, to whom belongs the gratitude of the school for help given in a dark hour.

The wives of these men helped, too, in their way. Their green-houses and gardens were stripped of flowers at commencement time, and many, many were the dinners and suppers they helped to serve the members of the faculty and school up in Normal Hall.

If the walls of that hall could speak, they would be eloquent, for great men have spoken there: Henry Ward Beecher, DeWitt Talmage, Carl Schurz, Wendell Phillips, John Fiske, David Swing, John B. Gough, Fred Douglas, Thomas Nast, and others.

Noted singers too have sung there: Adelaide Philipps, Emma Thursby, Clara Louise Kellogg, Schulze, Annie Louise Carey, Tom Karl, Henry Clay Barnabee. Two skilled violinists have played there more than once, Remenyi and Camilla Urso. One wishes, indeed, that the walls might repeat what they have heard.

My own recollections of the Normal, since the fall of 1871, have been so closely connected with Mr. Morey that it is hard to separate them. It is not necessary that I write of him or of his connection with the school: that is set down in other places.

A few evenings before he left us, we were walking in the Normal grounds. He looked at some favorite trees and shrubs, noted some improvements that were being made, and in passing the front wall of the building, laid his hand on it and said earnestly, "I love every stone of it."

## REMINISCENT SKETCH

Irene M. Mead, '84

Member of Faculty, 1884-1904

[This sketch was found among the papers of the school and is printed because of its excellence. It was not prepared for this volume and is used without the writer's knowledge, tho we trust not without her consent. — Ed.]

My first impression of the school was of the perfection of the machinery. It seemed to be controlled by a military ideal, and the discipline, though firm, even stern, was never irksome to the law-abiding, and it whipped at least one careless mortal into some sort of order and feeling of social responsibility. The formal movements to music always stirred me; and for many a year, as the model schools filed in of a morning, I experienced a vicarious thrill for the guests who were probably enjoying the sight for the first time.

The line was clearly drawn between the thou shalt and the thou shalt not, and, while we trespassed occasionally, I do not recall that I ever blamed the system for too greatly tempting or failed to shoulder my share of the blame.

The students of the eighties were stronger intellectually than any we have had since. The men (and many of them were really men) were in larger proportion than now, were mostly from the country, and, while raw and awkward in the lower classes, were amazingly polished up by graduating time. They were always better thinkers in mathematics than the girls, and ranked much higher in all classes than the boys do now. The same class of boys probably now forms the strength of the university.

The girls, too, were largely from the country, or if from the villages, were four years short of the culture of our present elementary graduates. They had not the knack of dress, and the riot of color which the Assembly room displayed was not an unmixed joy. Even the three or four years spent here failed to bring them to graduation with the grace and daintiness of the present senior graduates. The girls of the early classes were also finer students than the average of the present. The first large class of Minneapolis graduates, that of 1884, contained more brilliant students than any class within the last fifteen years could show.

The teachers probably varied as greatly in power then as now. A few were very poor. The school gained much in being for so many years under the direction of one man, and such a man as President Shepard. Whatever the personal estimate of him, (and



the great majority was always his devotedly) the student body rested upon his power, felt it sufficient for any emergency, and were proud to be represented by him. The force of his personality was tremendous, the stimulus of his presence was felt instantly, no matter how silently he entered a room. Among our most triumphant memories is that of the Legislative Committee; when our staunch little President, having marshalled his forces, stood between the student body and the purse-holders of the state, and plead the needs of the school in an argument so cogent, so full of energy and hope, yet so suave and tactful that the school glowed with pride in their advocate. Most of the critic teachers were trained in the Oswego Normal School, and had the bland, omnipotent manner of Oswegoans, and their methods seemed to the eyes of the pupil-teachers brilliant, not to say spectacular. Martha Brechbill was one of the finest teachers of geography and physiology ever possessed by any school. Her ability to draw out the utmost endeavor of a pupil amounted to real genius. Jennie Ellis was one of the few inspired teachers of literature. Without any great breadth of preparation, she had the divine thirst for study, and a fiery energy which made enthusiasts of every student.

It has always been the policy of the management to secure as instructors the leaders of educational thought, and few schools of our limited resources have had on their faculties such teachers as the above named, Dr. Mary V. Lee, the Hailmans in kindergarten work, and Dr. Charles A. McMurry, to mention only teachers no longer on the staff.

While there has probably been a gain in swinging away from the formal examination and the numerical ranking system, the earlier system is to be thanked for many good things. In the eighties it was carried out to its logical extreme. Three or four whole days were given over to examination. Each subject was given three full hours of time, and class and examination records were averaged to make the term standing, a ranking number being read in public assembly for each student in the school.

These examinations inspired much terror in the timid and unprepared, but were a proportionate tonic and delight for the real students. No other hours of my student life yielded the solid satisfaction of those three-hour exams, where, in perfect quiet, with the stimulus of three hundred working brains about me, I discovered what I knew, and what I was expected to know.

To the students, with the exception of a handful of neurotic girls whose physicians should have prevented their entrance, these tests seem to me to have been clear gain. From the stand-point of the teacher they probably cost too much of strain and effort in the correction of the mass of manuscript involved.

In the early days one teacher was employed as an institute conductor, spending one of the three terms in the institute field, and the other two in regular class work in the school. This method was good advertising, and probably brought the school into closer touch with the leading interests of the state than the present one of desultory visits or lectures by various members of the faculty; but the latter method, if vigorously employed, would undoubtedly be more helpful to both interests.

#### REMINISCENT SKETCH

E. A. Kirkpatrick, Member of Faculty, 1892-1897

Now in State Normal School, Fitchburg, Mass.

I am very glad to know that there is to be a semi-centennial of the old school at Winona. I should be glad to give anything that I could that would be helpful in your proposed history, but I am not sure that my memory is sufficiently definite and accurate for historical purposes.

As to the school itself, my views regarding it have changed only slightly since my connection with other institutions. I regarded it, and still regard it, as one of the best schools of its type, ranking as a leader in the western states.

At the time I was connected with the school, the faculty was headed by President Shepard, who combined in a wonderful way the administrative abilities of a military commander and of a father. Both faculty and students were expected to perform their duties with a high degree of efficiency and to meet all engagements promptly. Responsibility for every failure was fixed upon the proper individual, even sickness was not regarded as a good excuse for failure unless the individual was himself in no conceivable way responsible for the sickness. He was even more rigid in his demands upon himself than upon the faculty and the students. His kindness of heart and his tact were also fully equal to the rigidity of his requirements. Faculty meetings were held every week and every

question brought up was thoroughly discussed and a final decision reached before it was dismissed.

The older members of the faculty, in time of service, when I was there, were Mr. Holzinger, Mrs. Mead, Miss Smith, Miss Elmer, and Miss Sprague. Each will long be remembered by their many students for one or another strong or lovable quality. Some of the newer members of the faculty were Mr. Freeman, Mr. Holmes, and Mr. Galbraith. With all of these I had very pleasant and intimate association and all, especially the two latter, exerted a strong influence upon the school. Mr. Holmes, now in Normal, Ill., preserves all his high ideals of manhood and of education and has himself steadily grown toward them. Mr. Galbraith, with whom my associations were most intimate, partly because we came at the same time and were interested in the same and related subjects, and partly because of mutual congeniality, probably exerted the greatest influence of any member of the faculty while he was there. His death a few years later left many in all parts of the country feeling that the world was much less rich in manhood and in possibilities of friendly intercourse. His place was taken by Mr. Roberts, now in the Michigan State Normal School, who proved himself a very business like administrator and a pleasant gentleman. Other members of the normal school and of the training school faculty remembered with pleasure are Miss Speckman, Miss French, Miss O'Brien, Miss Keyes, Miss Tompkins, Miss Yeaton, and Miss Ernst. Another individual, not a member of the faculty, but in close association with them and of great value to the institution, was Miss Doty, the efficient clerk and secretary. She could not be spared even after another had taken her for his own.

The chief event in the history of the institution while I was connected with it was the establishment of the summer session similar to that of Chicago University. Although the sessions were very successful, the plan was given up and later replaced by another plan. The cause of this change was probably the same that has at other times hampered the development of the normal school in Minnesota; that is, the attempt on the part of the Board to keep all the schools the same and treat them as nearly alike as possible, instead of allowing each to develop its own individuality and helping it to develop so.

Of all my memories of the Winona Normal School none are more pleasant than those associated with its students, nor are these

confined to the one student whom I have with me as my other and better half. Eastern students are very delightful in many ways and in some respects are usually better prepared upon entering the normal, but they are less hungry for knowledge and show less individuality in its pursuit. I also miss the young men students who contributed so much to the interest of class discussions at Winona.

## REMINISCENT SKETCH

Dr. David L. Kiehle, Superintendent of Public Instruction,  
1881-1893

Institutions, like children, pass through an early undefined stage before they take on the permanent characteristics of individuality, in which they stand for some positive and forceful idea. My acquaintance with the State Normal School at Winona dates from the early sixties, and as a near neighbor I have watched its growth toward a maturity at a very considerable advantage. During these early years it was under the moulding influence of William F. Phelps. I knew him when I was a student in the Albany Normal School in 1856, where he did his first work as a teacher, and from where he went to the State Normal School of New Jersey. Those were the days when the Pestalozzian principle of education had just taken possession of a few pioneer educators of Massachusetts and was fighting for recognition in the school system of America. In a word, it insisted that education consists in a methodical development of the powers of the child, with the use of facts, laws, truths, and phenomena of nature as nutritive material,— this, over against the academic, traditional one of the higher education that learning is education, that the matter makes the education, that knowing implies ability to teach, and, hence, that the doctor is a teacher. In those days the distinction was happily drawn. Universities, colleges, academies were in positive opposition to the new movement. From Prussia it took root in Massachusetts, and from Massachusetts it took root and became well established in the Oswego Normal under the influence of Dr. Sheldon. Here it was so well defined and positive through the influence of the educators like Dr. Krusi and others who brought Pestalozzian enthusiasm from the battle fields of Germany, that then, and ever since, Oswego has been recognized as the missionary center of distinctive normal in-



struction. Other normal schools were mediating compromises between the old and the new, but Oswego was for the new, first and last. Professor Phelps was of this school. Positive and uncompromising in character, wherever he went he stood up inflexibly for the "new education" as he conceived it. He introduced the new idea through teachers of unusual ability whom he brought from Oswego. He claimed for the normal school a large place in the elementary school system. He called for a thoroughly modern and spacious building, and asked of the Legislature correspondingly large appropriations. He insisted that the education of the children deserved more skilful instruction, that teachers should have a larger support. His ideas were thoroughly incorporated in the school at Winona, its discipline, its methods, instruction, and practice teaching. The high ideals and the principles for which he stood had a positive, molding influence in the normal schools of the state. Both the Mankato and the St. Cloud schools looked to Oswego for the teachers that should give these schools their distinctive, normal character. It is also to be said that this was not only the normal school of Winona, but it was at Winona. The state most wisely selected this city of enterprise and culture in which to plant and foster the normal school idea. The intelligence, wealth and political influence of this city stood nobly by the school and its principal in those stormy days. It gave money, it gave its teachers welcome to its best society. The students were treated with a respect and consideration that developed manly and womanly characters, and in the Legislature, the influence of the representatives of the city was strong and effective in support of every measure that promised to advance the interests of the normal school. Professor Phelps was a good fighter, but not for trifles of selfish import, personal ill-will, or mercenary gain. He stood for an idea, a principle, an institution; and these he defended against all comers. If he was narrow, it was because he was intense, and because his finite capacities did not allow him to give equal attention to all equally important affairs. Today the opponents of normal schools are silent. Some have passed away, and some are representing the idea for which normal schools stand in colleges and universities in these days of peaceful possession of the field. Let not the pioneer history of normal schools be forgotten, nor even be disassociated in Minnesota from the memory of William F. Phelps.

## ALUMNI REGISTER

## CLASS OF 1866

Bingham, Sappho, Mrs. B. W. Harris....  
 ..... Cedar Falls, Iowa  
 Clark, Julia.....Deceased  
 Cook, Fayette L.....Spearfish, S. Dak.  
 Edmunds, Augusta, Mrs. Theoran Morgan  
 .....Preston  
 Farnham, Frank, No. 8 Allen's Block....  
 .....Peabody, Mass.  
 Hamilton, Julia S., Mrs. J. S. Dinsmore..  
 .....Olympia, Wash.  
 Langdon, Hattie, Mrs. J. E. Woodford..  
 .....118 W. 14th St., Minneapolis  
 Leach, Susan, Mrs. C. C. Coffey.....  
 .....Ceylon, Martin Co.  
 Sanderson, George P.....Aurora, S. D.  
 Sanderson, Mrs. Anna.....Aurora, S. D.  
 Sheldon, Clara P.....Deceased  
 Strong, Sarah H.....Deceased  
 Taylor, Saphronia M., Mrs. S. M. Hutchins  
 .....Anoka  
 Worthington, Lizzie.....Deceased

## CLASS OF 1867

Barrett, Dorothy.....Deceased  
 Collins, Bell, Dr. Bell Walrath.....  
 .....430 Wabasha St., St. Paul  
 Cotton, Nellie, Mrs. Thomas Thorp, Arabi, Ga.  
 Denman, Messie E., Mrs. M. D. Burns...  
 .....1723 Dodge St., Omaha, Nebr.  
 Hefferman, Maggie S.....Deceased  
 Malory, Libbie.....Deceased  
 Pike, Mary, Mrs. W. S. Howe.....  
 .....233 Lincoln Ave., Mankato  
 Ruther, Frances L.....Deceased  
 Spencer, Marcia A., Mrs. L. W. Prosser..  
 .....LeRoy  
 Wheeler, Emma A., Mrs. George Fifield..  
 .....Winona  
 Zimmerman, Maggie, Mrs. J. H. McDonald  
 .....440 E. 8th St., St. Paul

## CLASS OF 1868

Caswell, Clara E., Mrs. C. F. Greening....  
 .....Grand Meadow  
 Clark, Della, Mrs. Della Stark, .....Delevan  
 Cook, Ella J.....R. R. 4, Austin  
 Correna, Cornell, Married — Name not known  
 .....Denver, Colo.  
 Doud, Cornelia L., Mrs. Cornelia L. Bonner  
 .....Altedena, Cal.  
 Drake, Sarah L., Mrs. Von Schlorabach...  
 .....Deceased  
 Foster, Ella, Mrs. Bolton.....Deceased 1885  
 Gollings, Ellick H., 234 Irving Park Ave.  
 .....Chicago, Ill.

Graham, Mary O. ....Deceased  
 Hale, Sarah H., Mrs. Everett F. Clifford..  
 .....Stanton  
 Hyde, Mary D.....Mazeppa  
 Kendall, Myra H., Mrs. M. H. Weeks Deceased  
 Lawrence, Ida F., Mrs. J. M. Wolfe.....  
 .....1927 Crystal Lake Ave., Minneapolis  
 Morton, John M.....Rochester  
 Rowell, Addie M., Mrs. W. H. Putnam...  
 .....Deceased  
 Wade, Susie E., Mrs. Chas. H. Hibbert..  
 .....Deceased  
 Walker, Cornelia E, Normal School.....  
 .....San Jose, Calif.

## CLASS OF 1869

Elliot, Kate, Female High School.....  
 .....San Francisco, Cal.  
 Hall, Joseph (Rev.), .....Hamline  
 Hartney, Maggie, Mrs. Maggie Hamilton..  
 .....513 Wabasha St., St. Paul  
 Langdon, Mary, Mrs. David Cook.....  
 .....Rochester  
 Lawrence, William R.....Sibley, Iowa  
 Smith, Ella J., Mrs. Ella J. Dixon.....  
 .....313 Nelson Ave., St. Paul  
 Southworth, Nellie R.....Deceased  
 Stevens, Josie A., Mrs. C. Cummings, Deceased  
 Taylor, Mary, Mrs. Mary Cochran.....  
 .....713 Laramie St., Atkinson, Kans.  
 Walker, Francis, Walker Bros., Fargo, N. D.  
 Wheeler, Eugenia W., Mrs. E. A. Goff....  
 .....2628 Clinton Ave., Minneapolis  
 Wholmes, Minnie S.....Lincoln, Neb.

## JUNE CLASS OF 1869

Adams, Juliet R., Mrs. J. A. Shoemaker..  
 .....Hastings  
 Clark, Libby J., Mrs. S. J. Collins.....  
 .....100 8th St., Milwaukee, Wis.  
 Cook, Sarah B., Mrs. J. J. Hayes.....  
 .....605 Kenwood Ave. N., Austin  
 Doud, Maria L., Mrs. Geo. M. Brush.....  
 .....Chicago, Ill.  
 Gilbert, Christine H.....  
 .....518 State St., Ithaca, N. Y.  
 Hewitt, Minnie F.....Deceased  
 Kimball, Eva V., Mrs. Frank Whitney....  
 .....Westfield  
 Lee, Mary V.....Deceased  
 Naverson, Cornelius.....Deceased  
 Nind, Louise M., 176 Bagg St., Detroit, Mich.  
 Reynolds, Emma Z., Mrs. Hugh Lang....  
 .....St. Boniface, Manitoba  
 Reynolds, Frances M., Mrs. Loren D. Daggett  
 .....506 Ave. C., San Antonio, Tex.

Gates, Lillie O., Mrs. Lillie Dixon. . . . . Riverside, Cal.  
 Jones, Eva. . . . . (Winters) Clinton, Mo.  
 . . . . . (Summers) Austin, Minn.  
 Kinney, Ida A., Mrs. Robt. E. Lea, Milo, Ia.  
 Kinney, Mabel. . . . . Amboy, Ill.  
 Lamson, Tenie, Mrs. E. H. Lincoln, Faribault  
 Morrison, Hattie, Mrs. W. H. Robertson. .  
 . . . . . 2735 Dupont Ave. S., Minneapolis

## JANUARY CLASS OF 1871

Allyn, Franc E., Mrs. S. W. Morgan, Winona  
 Baylis, Maggie S., Mrs. Maggie B. Todd..  
 ..... Aspen, Colo.  
 Bingham, Alice H., Mrs. Dave Mead.....  
 ..... Glendive, Mont.  
 Bunker, Mattie C., Mrs. J. D. Bond.....  
 ..... 137 W. 5th St., St. Paul  
 Cole, William H..... Moorhead  
 Gates, Laura, Mrs. Laura Gates Stewart..  
 ..... St. Paul  
 Gove, Mrs. Sally B..... Deceased  
 Lamberson, Rosa, Mrs. Jas. Wyman, Deceased  
 Minta, Wesley..... Deceased  
 Mitchell, Lizzie, Mrs. W. D. Brown.....  
 ..... 440 Iglehart St., St. Paul  
 Murray, Addie.....  
 ..... 129 S. Olive St. Los Angeles, Cal.  
 Stewart, Adella, Mrs. Morrison... Deceased  
 Wilson, Edward..... Kasson  
 Wilson, Ole..... Kasson

## MAY CLASS OF 1872

Allen, Lucy M., Mrs. C. W. Kelsey..... Brook Park, Ill.  
Atwood, Ella, Mrs. Pomfrey.. Oak Park, Ill.  
Belts, Anna, 38 S. Vermillion St., Streator, Ill.  
Berry, Kate L., Mrs. C. A. Morey... Winona  
Boutelle, Clarence M.....Deceased  
Elder, George A.....Tacoma, Wash.  
Hayden, Ella.....Deceased  
Holbrook, Edward.....Deceased  
Horton, Wallace.....Deceased  
Hyde, Anna M., Mrs. Anna M. Pomeroy..  
.....2148 Gladys Ave., Chicago, Ill.  
Ismon, Susie E., Mrs. J. D. Muldoon.....  
.....Merriam Park, Minneapolis  
Keeler, Anna R., Mrs. Geo. H. Chase.....  
.....345 Lincoln Ave., Milwaukee, Wis.  
Linton, Laura Dr., State Hospital, Rochester  
Lord, John D.....Deceased  
McKean, William G.....  
.....Brentwood, Contra Costa Co., Cal.  
Morey, Charles A.....Deceased  
Muckey, Roscoe L.....Deceased  
Pickert, Corlis J.....St. Charles, Minn.  
Sather, Andrew O.....Willmar  
Wheat, Harry.....Dallas, Tex.  
Yountans, Fremont.....Winon

.....Brentwood, Contra Costa Co., Cal.  
Morey, Charles A.....Deceased  
Muckey, Roscoe L.....Deceased  
Pickert, Corlis J.....St. Charles, Minn.  
Sather, Andrew O.....Willmar  
Wheat, Harry.....Dallas, Tex.  
Youmans, Fremont.....Winon



## MAY CLASS OF 1873

Burrows, Lizzie.....Deceased  
 Dunn, James H. (Dr.).....Deceased  
 Farnsworth, Julia, Mrs. Wm. Lobdell....  
 .....2808 32nd Ave. S., Minneapolis  
 Greer, Allen J.....Deceased  
 Miles, James M.....Redfield, S. D.  
 Sharp, Franc V., Mrs. Lyman W. Denton  
 .....2022 Portland Ave., Minneapolis  
 Sawyer, Manie.....Lanesboro  
 Thompson, Edward R.....Minneapolis  
 Thorne, Bessie M., Mrs. W. F. Donaldson..  
 .....White Bear  
 Thorne, Lizzie, Mrs. E. F. Sloss.....  
 .....Woodburn, Ky.  
 Warren, Alice, Mrs. T. M. Scarff...Deceased  
 Warren, William J. Dr.....  
 .....1437 W. Lake St., Minneapolis  
 Weston, Eva B.....Deceased

## DECEMBER CLASS OF 1873

Bear, Mary E.....Los Angeles, Cal.  
 .....Rooms 43-44 Downey Blk  
 Bratlund, Sophia S., Mrs. Rice,.....Willmar  
 Calvert, Jennie, Mrs. H. Phillips.....  
 .....212 West D St., Ontario, Cal.  
 Griswold, Mary A.....  
 .....221 E. Tenth St., Davenport, Ia.  
 Partridge, George H., Wholesale Dry Goods  
 Mer.....200 Second St., Minneapolis  
 Partridge, Lillian S., Mrs. George Odum..  
 .....Deceased  
 Peirce, Alice, Mrs. S. P. Fox,.....Lake City  
 Stewart, Anna H. (Dr.), Dr. Anna H. Stewart  
 Platt.....Carydon, Warren Co., Pa.  
 Warren, Hattie, Mrs. J. W. Moore.....  
 .....Minneapolis  
 Youmans, Mary J.....Deceased

## MAY CLASS OF 1874

Cathcart, Wm. E.....School Stone Co., Mo.  
 Culbertson, Nona M., Mrs. Fayette L. Cook  
 .....Spearfish, S. D.  
 Dodd, Nettie, Mrs. Frank Harriman.....  
 .....University Pl., Los Angeles, Cal.  
 Fitzpatrick, Patrick.....Deceased  
 Gilbert, Irene...518 State St., Ithaca, N. Y.  
 Grant, Jennie, Mrs. T. Bardou, Ashland, Wis.  
 Hamilton, Agnes, Mrs. Agnes Reed..Winona  
 Kingsbury, Orissa C., Mrs. James Stephen  
 .....Central City, Neb.  
 Murphy, Stella J., Mrs. J. W. Bacon.....  
 .....Six Oaks, Minn.  
 Pettis, Nelson, R. F. D.,.....Peterson  
 Prescott, Flora.....  
 .....6856 Normal Ave., Englewood, Ill.  
 Utzinger, Conrad, 1063 Broadway.....  
 .....San Francisco, Cal.

Webb, Mary, Mrs. Chas. Parkhurst, Deceased  
 Welch, Mary A. Mrs. M. A. Cooley, Deceased

## DECEMBER CLASS OF 1874

Aiken, Ella R., Mrs. Ella Lee.....Deceased  
 Barton, Ella, 1400 Florence Ave., Minneapolis  
 Butchers, Anna A., Mrs. Robt. A. Todd..  
 .....Corona, Riverside Co., Cal.  
 Cale, Samuel J.,.....Blue Earth City  
 Cathcart, Lillie S., Prin. Lincoln Academy  
 .....King's Mountain, N. C.  
 Colegrove, Nancy S.,.....  
 .....2633 Humboldt Ave., Minneapolis  
 Fulkerson, Emma, Mrs. N. S. Lane, Predmore  
 Hollister, Louise E.....  
 .....2106 Central St., Evanston, Ill.  
 Johnson Mary F., Mrs. R. Matson..Deceased  
 McCutchen, Lizzie.....Deceased  
 McGraw, Mary E.....  
 .....908 Van Ness Ave., San Francisco, Cal.  
 Moss, Fannie A.....St. Paul  
 Owen, Ella J.....Dodge Center  
 Parsons, George.....Elkton, S. D.  
 Prescott, S. W., Cavaliere, Pembina Co., N. D.  
 Raymond, Minnie, Mrs. A. J. Meacham...  
 .....1599 Taylor Ave., Hamline  
 Rymal, Mary.....Deceased  
 Salisbury, Frances, Mrs. Geo. Rowell.....  
 .....Ellensburg, Wash.  
 Taylor, Edwin A.....Deceased  
 Valentine, William.....Winona  
 Waterman, Clara, Mrs. Dr. Wahl..Deceased

## DECEMBER CLASS OF 1875

Garland, Florence, Mrs. Bogert, Evanston, Ill.  
 Hall, Lulu.....St. Paul  
 Kendall, Minnie, Mrs. A. C. Gould..Deceased  
 McDougal, Ella, Mrs. Sims.....Bemidji  
 Muckey, Fred.....Owatonna  
 Partridge, Earl, Care E. J. Hodgson, St. Paul  
 Powers, Mary.....Stewartville  
 Randall, Sarah.....Albert Lea  
 Rice, Belle, Mrs. Flemington, Ellendale, N. D.  
 Schultes, Alice.....River Falls, Wis.  
 Smith, Jay B.....Madison, Wis.  
 White, Ada, 2734 Garfield Ave., Minneapolis

## MAY CLASS OF 1875

Berthe, Mary E., Mrs. Keech..Calmar, Iowa  
 Bohn, Geo. W., Care Bohn Manf. Co., St. Paul  
 Buck, Jessie, Mrs. Otto Babcock.....  
 .....95 Langside St., Winnipeg, Manitoba  
 Carleton, Jennie M., Mrs. O. C. O'Hearn..  
 .....Disco, Wis.  
 Doyle, Rose M.....St. Peter  
 Eastey, Inez M., Mrs. Frank Boynton...  
 .....Cannon Falls



Fay, Etta J., Station D., Washburn Home  
 .....Minneapolis  
 Hamilton, Samuel W. ....Deceased  
 McLeod, Christie B. (Married)....Rushford  
 Owen, Hattie L., Mrs. H. F. McDonald...  
 .....Logansport, Ind.  
 Paddock, Alba G., Mrs. Chas. Martin....  
 .....Grand Meadow  
 Pick, Lucy A., Mrs. Jno. D. Baker.....  
 .....R. F. D. No. 1, Stewartville  
 Robb, Annie W. ....Deceased  
 Sargeant, Bertha, Mrs. O. F. Collier, Lake City  
 Smith, Caroline V., 171 E. Wabasha, Winona  
 Wibye, Tina.....206 E. Third St., Winona  
 White, Elburta.....Deceased  
 White, Imogene.....Sparta, Wis.

## MAY CLASS OF 1876

Bagley, John.....Lewiston  
 Bertholdt, Mary, Mrs. Mary D. Burrows..  
 .....Wolsey, S. D.  
 Chapin, Gertrude, Mrs. A. F. Foster, Litchfield  
 Cherry, Sarah, Mrs. Sarah Mather.....  
 .....New Hartford, Oneida Co., N. Y.  
 Denton, Lyman (Dr.).....  
 .....2022 Portland Ave., Minneapolis  
 Pollett, Giles A.....Los Gatos, Cal.  
 Gates, Caddie....157 W. Wabasha, Winona  
 Gilman, Cora, Mrs. Elmer Stearns.....  
 .....Salt Lake City, Utah  
 Gilman, Florence, Mrs. Samuel Miller....  
 .....398 N. Halsted St., Chicago, Ill.  
 Harding, Carrie, Mrs. T. T. Stevens.....  
 .....3600 Bloomington Ave., Minneapolis  
 Johnson, Anna, Mrs. C. Nickerson....Deceased  
 Keeler, Flo., Mrs. A. Porter, Hotel Lucerne,  
 79th St. & Amsterdam Ave., New York City  
 Lake, Nettie, Mrs. W. N. Lacy.....  
 .....123 S. Park Ave., Austin, Ill.  
 McConnell, Carrie.....Deceased  
 McDougal, Mary (married).....Lewiston  
 Muckey, Luella, Mrs. Harry C. Stevens..  
 .....6414 Myrtle Ave., Chicago, Ill.  
 Rollins, Clara, Mrs. Frank B. Warren...  
 .....19 Royalston Ave., Minneapolis  
 Rollins, Narcissa.....Deceased  
 Rhodes, Kate, Mrs. D. E. Roberts....Deceased  
 Rhodes, Martin.....Centerville, Wis.  
 Roverrud, Edward.....Caledonia  
 Walker, Ella Marie, The Portland, St. Pau  
 White, Ella.....Deceased

## JANUARY CLASS OF 1877

Allyn, Clara E., Mrs. Wm. O. Benitz, F. C. C.  
 A. Santa Fe, Estacion La California, Ramal  
 a Sastre, Argentine Republic, S. A.  
 Brown, Lucy V., Mrs. Wm. H. Mitchell..  
 .....Laird, Olmsted Co.  
 Burns, Etta.....216 Main St., Winona

Davis, Wilhelmina, Mrs. J. Stewart, Northfield  
 Dayton, Mary E., Mrs. L. N. Shepard, Waseca  
 Dudley, Alma G., Mrs. Alzada Parker....  
 .....Maynard, Cal.  
 Gowdy, Mary C., Care High School or 81 Ar-  
 thur Ave.....Minneapolis  
 Graham, Henry A.....Deceased  
 Houser, Jos., 647 Maple St., Englewood, Ill.  
 Johnson, James A.....Morris  
 Keep, Mary E.....Minneapolis  
 Kelley, Margaret, Mrs. W. A. Allen.....  
 .....26 Walling Court, Davenport, Iowa  
 Lombard, Cora G, 521 4th St., Redlands, Cal.  
 McLeod, Samantha, Mrs. Mattie O'Hara..  
 .....Big Stone Co., Clinton  
 Merrick, Martha E. Mrs. M. E. Ferrier....  
 .....St. Charles  
 Porter, Adelbert, Hotel Lucerne, 79th St.  
 and Amsterdam Ave.....New York City  
 Sargeant, Eliza W.....Sargeant  
 Smith, Effie M., Mrs. A. Barclay.....  
 .....881 Dayton Ave., St. Paul  
 Youmans, Bertha A., Mrs. Wm. Thornby  
 .....Hot Springs, S. D.

## MAY CLASS OF 1877

Anderson, Oscar D., 618 East Ave., Red Wing  
 Gary, Addie, Mrs. C. E. Persons....Marshall  
 Gile, Anna S., Mrs. W. D. Cleveland....  
 .....Volga, S. D.  
 Laberee, Ruth Ella, Mrs. Wallace Galbreath  
 .....Enderlin, N. D.  
 Lathrop, Ella B.....Luverne  
 Lathrop, Helen T.....Morgansville, N. Y.  
 McClarey, Frances.....Address unknown  
 McGaughey, Lizzie, Mrs. Bennett.....  
 .....Orsville, Cal.  
 Mead, Minnesota, Mrs. J. W. Swanstrom..  
 .....154 Pleasant Ave., St. Paul  
 Morgan, Madge J., Mrs. Herbert Kingsbury  
 .....377 Main St., Winona  
 Murray, Cecil A.....Sparta, Wis.  
 Noyes, Frank W.....Kennedy  
 Owen, Vidoq L.....Ellsworth  
 Potter, Lillian J.....Chatfield  
 Rhodes, Frances.....Centerville, Wis.  
 Richardson, Theodore J., Pacific Grove, Cal.  
 Rudolph, Kate, Mrs. John Frazer.....  
 .....112 Oxford St., Duluth  
 Seeley, Willard L.....DeSmet, S. D.  
 Shenton, Willard H.....  
 .....339 Dearborn St., Chicago, Ill.  
 Sneathen, Anna E.....Normal Park, Ill.  
 Thayer, Leila E.....Deceased  
 Thompson, Frances M., .....Lake City

MAY CLASS OF 1878

Armstrong, Frances, Cordova, Argentine, S.A.  
 Beman, Louisa, Mrs. J. D. Marston, Deceased

Bernet, Peter, Care Bernet & Crafts.....  
 .....St. Louis, Mo.  
 Bissett, Mary A.....  
 .....E. 923 8th Ave., Spokane, Wash.  
 Boyden, Helen, Mrs. Helen Schenck.....  
 .....513 Portland Ave., St. Paul  
 Campbell, Emma, 3045 Lock St., Chicago, Ill.  
 Choate, A. B., 710 Temple Court, Minneapolis  
 Davis, Anna C.....Deceased  
 Hodgins, Walter.....Winona  
 Jones, Lillie, Mrs. Sam'l Furlow, Rochester  
 Kunze, Lizzie F., Mrs. A. R. Bowker.....  
 .....142 76 Place, Chicago, Ill.  
 Langley, Lizzie, Mrs. Walter S. Kelley...  
 .....2301 Cedar St., Berkeley, Cal.  
 Meyers, Emma, Mrs. W. L. Beeman.....  
 .....1410 8th St., S. E., Minneapolis  
 Mills, Alexander,.....Bismark, N. D.  
 Noyes, Ada, Mrs. J. Harris.....  
 .....998 W. Wabasha St., Winona  
 Philley, Isaac.....Mazeppa  
 Rank, Mary L., Mrs. J. H. Hall.....  
 .....1221 5th St. S. E., Minneapolis  
 Reumie, Fannie.....Breckenridge, Colo.  
 Tucker, Ella, Mrs. E. K. Tarbell...Deceased  
 Willson, Herbert G.....Spring Valley  
 Zickrick, Clara, Mrs. Lewis Penwell.....  
 .....427 Hemlock St., Helena, Mont.

## MAY CLASS OF 1879

Bassy, Louise M., Mrs. Herman Ehlers...  
 .....Deceased  
 Bundy, Elsie E., Mrs. L. H. Hooning...  
 .....Pennfield, Penn.  
 Butler, Josephine H., Mrs. J. Chappel, Kasota  
 Campbell, Albert K.....Deceased  
 Casey, Thos.....Lanesboro  
 Ellis, Jennie, Mrs. W. W. Keysor.....  
 .....1326 S. 31st St., Omaha, Neb.  
 Fausett, Mary M., Mrs. Moses Kelsey...  
 .....Millbank, S. D.  
 Foss, Charles A.....St. Charles  
 Fryar, Calista C., Mrs. N. C. Radabaugh...  
 .....2438 24th Ave. S., Minneapolis  
 Gates, Mary Adelaide.....  
 .....157 W. Wabasha St., Winona  
 Gowdy, Elizabeth G., Mrs. Geo. H. Betzer  
 .....Somers, Mont.  
 Gowdy, Jennie M.,.....  
 .....3751 S. Aldrich Ave., Minneapolis  
 Henderson, Elsie C., 270 Portland Ave.  
 .....Minneapolis  
 Hobbs, Evelyn A.....  
 .....426 W. 14th Ave., Denver, Colo.  
 Hyslop, Mary A., Mrs. N. M. McKitterick  
 .....537 Summer St., Burlington, Ia.  
 Kennedy, Nellie A., Mrs. H. Richardson, Eyota  
 Knopp, Martha, Mrs. C. Richardson, Elgin

Knopp, William, Care Robinson Carey &  
 Co.....St. Paul  
 Kragenbuhl, Constance, Mrs. H. M. Oerter  
 .....Chaska  
 Lord, Herbert S.....Barnum  
 Maxfield, Howard A., 104-106 2nd St. N. Mpls.  
 Metcalf, Frank W.....Ogden, Utah  
 Minck, Jennie E., Mrs. Frank Winkels...  
 .....503 East Fourth St., Winona  
 Morrison, Louisa E., Mrs. L. M. Kenrick...  
 .....Waterville  
 Morse, Margaret, Mrs. H. J. O'Neill, Deceased  
 Nix, Amalie I. ... 366 Laurel Ave., St. Paul  
 Norfield, Susan N.,.....Cannon Falls  
 Olmsted, Lizzie, Mrs. Reuben C. Brophy...  
 .....Deceased  
 Perkins, Carrie G.....  
 Randall, Eug. W., Mut. Life Ins. Co., St. Paul  
 Raymond, Anna C., Mrs. T. J. Hammer...  
 .....Sunnyview, Portland, Ore.  
 Rhodes, Adeline C.....Deceased  
 Richardson, Andrew B.....Deceased  
 Sorenson, Ernest.....Moorhead  
 Thurston, Kate J., Pioneer Press Office...  
 .....St. Paul  
 Walters, Louise.....Riverside, Cal.  
 Weed, Fannie T. (Dr.).....  
 .....1971 Morton Ave., Pasadena, Cal.  
 Winings, John Y.....Litchfield

## MAY CLASS OF 1880

Brand, Hattie, Mrs. T. G. Robinson.....  
 .....Montevideo  
 Carpenter, Stella, Mrs. Dr. Taylor, Janesville  
 Ditter, Kate A., Mrs. Kate D. Thompson...  
 .....Whitewood, S. D.  
 Ditter, Maggie J., Mrs. M. D. Hambleton...  
 .....Red Willow Co., Bartley, Neb.  
 Fenton, Evangeline A.....Portland, Ore.  
 Ferguson, Julia E., 610 Oak Ave., Evanston Ill.  
 Fitch, Elmer T.....Lyons, Ia.  
 Fox, Clara M. Mrs. C. Kimball, Warner, S. D.  
 Gage, Margaret E., Mrs. Austin Lord....  
 .....202 W. 81st St., New York City  
 Gile, Albert L.....North Branch  
 Giles, John F., 1400 Harmon Pl., Minneapolis  
 Glidden, Lucia M., Mrs. Strong.....  
 .....Clinton Hotel, Minneapolis  
 Hyde, Lizzie F., Mrs. Walter Fowler....  
 .....1512 16th St., West Superior, Wis.  
 Jones, Kate, Mrs. Phil. Petter.....  
 .....2935 44th St. S. E., Minneapolis  
 Kelly, Mary F.....  
 Knapp, Ella M., Mrs. Harvey Dunning...  
 .....Denver, Colo.  
 Mann, Hattie E.....Litchfield  
 Morey, Flo. M., Mrs. E. F. McCall, Lake City  
 Newell, Ada I., Mrs. S. J. Harris.....  
 .....Jerseydale, Cal.

Oertlie, Arnold.....Montana, Wis.  
 Peters, Clara A.....Canton, S. D.  
 Phelps, Sarah P., Mrs. John Hyslop, Fulda  
 Rhodes, Dr. Edson.....Galesville, Wis.  
 Rice, Louise, Mrs. F. S. Gillett.....  
 .....East Scoot, N. Y.  
 Roundy, Louis C.....Bear Valley  
 Rowland, Emma E.....Deceased  
 Towey, Winnifred, Mrs. Wm. McMillan...  
 .....Deceased  
 Vale, Julia A., Mrs. W. C. Brower, Paribault  
 West, Ida, Mrs. M. H. Cusick.....  
 .....Trail, Jackson Co., Ore.

## MAY CLASS OF 1881

Brammer, Jessie, 562 W. Broadway, Winona  
 Bringold, Susan P., Mrs. Dr. J. S. Talcot..  
 .....Elk Point, S. D.  
 Crawford, Jennie, March School, Minneapolis  
 Clearman, Margaret M., 386 St Albans, St. Paul  
 Forsythe, Hattie A., Mrs. J. Bartlett Taisey  
 .....65 E. 6th St., Winona  
 Glidden, Edna, Mrs. Sam Ranken.....  
 828 4th Ave. S.....Minneapolis  
 Greer, Mary C.....Lake City  
 Hart, Minnie E.....Bath, Brown Co., S. D.  
 Hegman, Josephine H.,.....LeSueur  
 Hill, Alice.....Anoka  
 Holton, Rachel.....Detroit  
 Jarman, Nettie A., 2021-3½ Ave. S.....  
 .....Minneapolis  
 Laird, Eliza W., Mrs. C. O. Goss..Deceased  
 Lord, Austin, 202 W. 81st St., New York City  
 McIntire, Addie L., Mrs. A. L. Carr.....  
 .....Northwood, N. D.  
 McKinley, Adelle, Mrs. F. Bronson, Deceased  
 Morgan, Charlotte E., Mrs. W. F. Leslie..  
 .....210 6th St., Northfield  
 Mott, Hannah.....Wichita, Kans.  
 Nesmith, Alexander.....Winnebago City  
 Patterson, Mabel A., Mrs. Frank Stirling..  
 .....Austin  
 Peckham, Ella M.....Columbia City, Wash.  
 Peters, Moses.....Galesville, Wis.  
 Trask, John J., Cor. Snelling and Grand  
 ..Ave. or try McAllister College, St. Paul  
 Thombs, Arthur.....Princeton, N. J.  
 Trumbull, Evelyn E., Mrs. John Morgan..  
 .....St. Charles  
 Van Gorder, Josephine, Mrs. Wm. Gaffney  
 .....Winona  
 Wetherbee, Mary A., Mrs. Anson P. Watson  
 .....1892 Dayton Ave., St. Paul  
 Wilbur, Linus.....Winona  
 Willson, Carrie I., Mrs. C. Foster, Minneapolis

## APRIL CLASS OF 1882

Boyden, Alice, Mrs. George W. Monteith..  
 .....1982 Eddy St., San Francisco, Cal.

Brown, Josephine.....West Superior, Wis.  
 Campbell, Ella B., Mrs. G. F. Miller.....  
 .....348 W. 58th St., New York City  
 Drew, Jeanette M.....Deceased  
 Ellis, Gertrude C., Mrs. John Skinner, Austin  
 Frizzell, Eliza.....Deceased  
 Hart, Hattie D.....McGregor, Iowa  
 Heath, Annie.....St. Paul  
 Hulett, Belle A., Mrs. Belle Hulett Moore  
 1731 9th Ave. S.....Minneapolis  
 Hyde, Ella F.....Deceased  
 Lyon, Blanche M., Care H. B. Lyon, Hinckley  
 Mattson, John P., Hope Academy, Moorhead  
 May, Alice, Mrs. M. C. Burke.....  
 .....5554 Chamberlain Ave., St. Louis, Mo.  
 May, Hannah T., Mrs. H. Kearney, Winona  
 McCutchen, Anna, Mrs. A. W. Laird.....  
 .....Potlatch, Idaho  
 Meyers, Emma L., Mrs. Emma Wolverton  
 Care Jno. J. Meyers, 3751 Clay St.,  
 .....San Francisco, Cal.  
 Pember, Inez, Mrs. A. T. Jernegan, Lake City  
 Rhodes, Jennie.....Deceased  
 Sayles, Anna R.....Clearwater  
 Stoker, Gertrude, Mrs. E. B. Thompson..  
 .....62 S. Dale, St. Paul  
 Stone, Mary I. (Married)..Address unknown  
 Strong, Roberta L., Mrs. H. L. Maryatt..  
 .....Deceased  
 Vale, Regina, Mrs. L. R. Barto, Sauk Center  
 Yeaton, Ella M., Mrs. John Woolley....  
 .....Woolcroft, Cornwall-on-Hudson

## MAY CLASS OF 1883

Alleman, Ida, Mrs. G.L. Wright, West Concord  
 Anding, Lizette, Mrs. Porter.....  
 .....875 Clark St., St. Paul  
 Arneson, Charles.....Preble  
 Beebe, Jennie, Mrs. L. M. Rand.....  
 .....1922 4th St., S., Minneapolis  
 Burns, Mary.....Deceased  
 Craik, Annie.....Deceased  
 Cram, Fannie, Mrs. Wm. Buell Hale.....  
 3a Gabino, Barrida 47 Mexico City, Mex.  
 Crane, Della M. 35 W. 33d St., Minneapolis  
 Dick, Emma L., Mrs. E. L. Geddes...Anoka  
 Donaldson, Ella R., Mrs. Samuel T. Davis  
 .....816 Silver Ave., Kansas City, Kans.  
 Drew, James...1307 Chelmsford St., St. Paul  
 Flannery, Mary, Mrs. M. Keenan.....  
 .....2309 15th Ave. S., Minneapolis  
 Flemming, Edith, Mrs. W. Knopp.....  
 ....Care Robinson, Carey & Co., St. Paul  
 Fockens, Anna C., Mrs. Chauncey Waterman  
 .....918 Norwood Ave., Toledo, O.  
 French, Fannie G.....Alexandria  
 Gross, Otis C.....Dakota  
 Grover, Nancy C., Mrs. N. F. Wedge.....  
 .....Zumbrota



Hayes, Hattie, Mrs. Hattie E. Dubendorf  
 .....Alamosa, Colo.  
 Hopkins, Frances, Mrs. J. Watkins.....  
 Keith, Hattie A.....Winona  
 Kilian, Anna C., Mrs. O. T. Hulburd.....  
 .....6150 Monroe Ave., Chicago, Ill.  
 Lyman, Mary J., Mrs. Mary J. Nixon....  
 .....602 1st Ave. N., Boise, Idaho  
 Melville, Ada S. M., Mrs. John B. Shaw, P.O.  
 Box 40, Broadview, Yellowstone Co., Mont.  
 Nelson, Alfred.....Deceased  
 Parson, Fred D.....Madison, Wis.  
 Pettis, Kate J., Mrs. Kate Pettis Kerr....  
 Slippery Rock Nor. Sch., Slippery Rock, Pa.  
 Rose, Emma, Mrs. F. C. Rose.....  
 .....609 Indiana Ave., Winona  
 Sailsbury, Ada B., Mrs. T. Cartlage, Deceased  
 Stewart, Lucy A., Mrs. W. N. Herrick....  
 .....Rochester  
 Taylor, Ella J., Missionary.....  
 .....Maulmeis, British Burmah, Asia  
 Whitney, Emma M., Mrs. W. T. Bray....  
 .....St. Regis Flats, Duluth  
 Williams, Ella J.....  
 .....2818 Cedar St., Milwaukee, Wis.

## MAY CLASS OF 1884

Ahern, Catherine J. (Married).....  
 .....Address unknown. Was Dundas  
 Barnes, Estelle H., Mrs. E. B. Decker....  
 .....LeSueur  
 Barney, Annie L.....Syracuse, N. Y.  
 Beswick, Minnie.....Appleton  
 Bingham, Kittie J., Mrs. Chas. W. VanTuyl  
 .....4236 Queen Ave. S., Minneapolis  
 Blackman, Letha L., Mrs. D. B. Morrison  
 .....Winona  
 Blake, Minnie, Mrs. Chas. H. Richardson.  
 .....Santa Rosa, Cal.  
 Brammer, Sarah E., 562 W. Broadway, Winona  
 Brooks, Florence M., Mrs. Geo. W. Boss..  
 .....Green Bay, Wis.  
 Cain, Mary, Mrs. Edw. Douglas.....  
 .....Vancouver, B. C.  
 Dawley, Daniel L.....  
 .....610 St. Anthony Ave., St. Paul  
 Dick, Clarence F.....  
 .....134 Princeton St., Springfield, Mass.  
 Donovan, Harriet R., Mrs. H. Choate....  
 .....263 W. Fifth St., Winona  
 Door, Addie L., Mrs. Harper.....Hamline  
 Fischer, Minnie, 111 13th Ave. N. E., Mpls.  
 Frost, Effie E., Mrs. J. M. Houghtelin....  
 .....Chatfield  
 Geddes, John H.....Mankato  
 Grimshaw, Maud, Mrs. C. M. Jordan.....  
 .....615 E. 18th St., Minneapolis  
 Hawes, Bertha L., Mrs. W. H. Given, Deceased

Hayes, Lilian B.....LeRoy  
 Heap, Jennie L., 1216 Bryant Av., Minneapolis  
 Horan, Lizzie, 110 28th Ave. S., Minneapolis  
 Hunt, Margaret G., Mrs. Thos. Roach....  
 .....102 E. Sanborn, Winona  
 Huntoon, Mora, 1015 Nicollet Av., Minneapolis  
 Kingsbury, Lillie V.....  
 2108 Grant Ave.....Denver, Colo.  
 Knapp, Grace M. (married) Address unknown  
 Lafky, Frederick J.....Lewiston  
 Mead, Irene M., Box 135' R. 2, Long Beach, Cal.  
 Nutting, Wm. W., Westchester Co.....  
 .....Pelham, N. Y.  
 O'Halloran, Anastasia.....  
 .....115 Pleasant Ave., St. Paul  
 Palmerlee, Myrtle L.....Deceased  
 Porter, Nellie J., Mrs. B.R. Stahman, Wabasha  
 Pye, Mary A., Mrs. E. F. Oliver, Hudson, Wis.  
 Ritchie, Sarah I., Mrs. John Holzinger, Winona  
 Robb, Rosa Addie, Mrs. Benj. Wheeler...  
 .....618 Center St., Winona  
 Rohow, Emma L., 1419 Cass St., La Crosse, Wis  
 Runge, Elise.....Sauk City, Wis.  
 Schoonmaker, Lillian B., Mrs. Carley, Winona  
 Schutte, Mary B., Hawthorne Bldg., Mpls.  
 Seeman, Charles H., Care Garrison House  
 .....Sioux City, Iowa  
 Selover, Louise B., Mrs. Thos. H. Kirk...  
 .....San Bernardino, Cal.  
 Shewmake, Emma, Mrs. Thos. A. Askew.  
 Sprehr, Bertha.....Sauk City, Wis.  
 Sullivan, Carrie E.....Minneapolis  
 Stebbins, Althea V. (Dr.).....Rochester  
 Steffens, Chas. H.....Racine  
 Thoires, Ruth E., Mrs. Wm. Irish...Deceased  
 Wheeler, Carrie M., 1401 E. 28th St., Mpls.  
 White, Helen C., Mrs. Woodruff,....Mound  
 Williams, Matilda J., .....Wabasha  
 Works, Jennie M., Mrs. Geo. Martin, Deceased

## MAY CLASS OF 1885

Beman, Catherine D., Mrs. Darwin Olds..  
 .....Fremont, Wash.  
 Braley, Winifred, Mrs. Clark Corey, Deceased  
 Burns, William, 112 W. Third St., Winona  
 Busian, Zella E., Hotel Berkeley, Minneapolis  
 Clarke, Jeanette A., 120 E. Broadway, Winona  
 Curtis, James D.....  
 .....1010 E. 45th St., Seattle, Wash.  
 Douglass, Luverne A., Mrs. Verna Hancock  
 ..... Fargo, N. D.  
 Dresbach, Belle, Mrs. M. A. Doran.....  
 .....Munice, Ind., c. o. The Ringold  
 Flynn, George D.....Postal Clerk, St. Paul  
 Getty, Jennie V.....Waverly Mills  
 Gordon, Lillie E., Lincoln Bldg.....  
 .....Spokane, Wash.  
 Harris, Emily R., Mrs. J. E. Bell.....  
 .....2401 Park Ave., Minneapolis



Holmes, Manfred J. .... 703 S. Broadway, Normal, Ill.  
 Kelly, Bridget T., Mrs. M. A. Keane. .... Pine Island  
 Kennedy Effie J., Harvard Chambers, Mpls.  
 Keyes, Olive E. .... 113 E. Wabasha, Winona  
 Kimball, Anna M., Mrs. M. K. Zahner, Mpls.  
 Krause, Julia A., Mrs. H. J. Hobart. .... 494 38th St., Oakland, Cal.  
 Long, Della J., Prin. School, Muskegon, Mich.  
 Ludlum, Adelaide L. .... Minneapolis  
 McCutchen, Mary R. .... 177 W. Wabasha St., Winona  
 McElliot, Margaret T., Mrs. Martin Heffron  
 McShane, Ellen, 926 Westminster St., St. Paul  
 Moore, Anna L. .... 418 N. Broom St., Madison, Wis.  
 Mosher, Ernest H., Care Emerson Bldg. .... Berkeley, Cal.  
 Rathman, Hattie M., Mrs. Alva Smith. .... 133 Galena Boul., Aurora, Ill.  
 Reed, Ora A., Mrs. C. Zinck, South St. Paul  
 Russel, Sophia E. .... 2445 Park Ave., Minneapolis  
 Sell, Ella M., Mrs. Ludwig. .... Care Mr. Sell, Druggist, Minneapolis  
 Simpson, George T. .... St. Paul  
 Sinclair, Mary E., Mrs. Dr. C. B. Johnston  
 Stewart, Edith I., Mrs. R. L. Hall, Anoka  
 Stewart, Idaline, Mrs. Frederick O. Schlupf  
 .... 1113 2nd Ave. S., Fargo, N. D.  
 Thibeau, Emma M., Mrs. Alex. J. George  
 .... Deceased  
 Yeaton, Anna O., Mrs. Harry Miller. .... Kalispell, Mont.  
 Yerxa, Carrie, Mrs. W. F. George. .... 1480 N. 70th Ave., Chicago, Ill.  
 Sub-station Mont Clare

## MAY CLASS OF 1886

Bissett, Allie J, E. 923 8th Ave, Spokane, Wash  
 Brameier, Amalia H. .... Deceased  
 Brown, Emily. .... St. Peter  
 Brown, Irvin Otis. .... Emmett, Idaho  
 Brown, Sarah. .... Granger  
 Buckley, Mary. .... Merrill, Wis.  
 Bullis, Mabel E., Mrs. J. Clarence Abbott  
 .... Deceased  
 Cooley, Helen G., Mrs. Dr. L. M. Roberts  
 .... Deceased  
 Dibble, Etta M., Mrs. Nelson. .... Owatonna  
 Eddy, Belle E., Mrs. R. D. Silliman. .... Honolulu, Hawaii  
 Everhard, Winifred A., Mrs. Roy Guild. .... 913 W. Adams St., Chicago, Ill.  
 Fairbanks, Martha A., Mrs. Wagner, Winona  
 Firth, Vincent H. .... Lewiston

Fitzpatrick, Margaret, 253 W. Mill St., Winona  
 Fleming, Jennie E., Flemington, Polk Co., Mo.  
 Fletcher, Harriet L., Mrs. C. H. Ware. .... Northfield  
 Forster, Mattie I., Mrs. Frank A. Steele. .... 705-S N. Y. Bldg., Seattle, Wash.  
 Giles, Marion F., Mrs. Edward S. Betts. .... 700 2nd St. S., Little Falls  
 Glynn, Helen M., Mrs. James Manley. .... New Rockford, N. D.  
 Grant, Martha. .... Grand Forks, N. D.  
 Hamlin, Nellie L., Mrs. G. J. Smith, Chatfield  
 Harmon, Stella J., Mrs. W. E. Morse, Deceased  
 Hill Nancy L. .... Rockville, Ill.  
 Hopp, Katie L., Mrs. A. P. Rounce, Rose Creek  
 Johns, Jessie M., Mrs. A. L. Slemmons. .... Ellensburg, Wash.  
 Klampe, Lela M. .... 612 9th Ave. S. E., Minneapolis  
 Laberee, Hattie M., Mrs. R. J. Mann. .... Clark, S. D.  
 Manahan, James. .... Minneapolis  
 McShane, Lucy. .... Deceased  
 Morton, Carrie B., Mrs. J. P. Sparks, Anoka  
 Nutting, Robt. B., 36 E. 3rd St., St. Paul  
 Peterson, Kate. .... Lake City  
 Pierce, Grace I. .... Lake City  
 Ramm, Mary C. .... 1510 15th Ave. S., Seattle, Wash.  
 Richardson, Chas. H. .... Santa Rosa, Cal.  
 Rockwell, Minnie E., Mrs. Henry Morse Smith  
 .... Rushford  
 Roff, Minnie C. .... Lake City  
 Rohow, Amelia W. .... Deceased  
 Seaton, Julia F. .... Moved from Winona  
 Sloan, Louise C. .... 1536 Arch St., Berkeley, Cal.  
 Smith, Hiram (Dr.) .... Crookston, N. D.  
 Speckman, Emma J. .... 372 E. Broadway, Winona  
 Steele, Ida A, 217 20th Ave., Denver, Colo.  
 Stewart, James (Dr.) .... Spearfish, S. D.  
 St. John, George E. .... Everett, Wash.  
 Taylor, Robt. D. .... Lanesboro  
 Thompson, Margaret A. .... Spearfish, S. D.  
 Timmons, Lida M., Mrs. Chas. Spencer. .... Willmar  
 Trost, Agnes M. .... Lake City  
 Troy, Grace L. .... Anoka  
 Wear, Robt. E. .... Reeds Landing  
 Weld, Martha E., Mrs. Jas. McKean Thompson  
 .... 2217 N. Fremont Ave., Minneapolis  
 Wheeler, Lida R. .... Deceased  
 Wilson, Anna P. .... Deceased

## MAY CLASS OF 1887

Anderson, Delphine, Mrs. Charles Squires  
 .... San Bernardino, Cal.  
 Austin, Margaret C. .... Peru, Neb.

- Bossuet, Clara E., Mrs. Clara Lewis.....  
 .....North Ontario, Cal.  
 Breen, Catherine M., Mrs. J. J. Laughlin..  
 .....Deceased  
 Buchanan, Minnie E.....Faribault  
 Burk, Ida O., Mrs. Fred School...Deceased  
 Cheney, Edith G.....Las Gatos, Cal.  
 Cool, Lillian G., Mrs. E. J. Babcock.....  
 .....University, Grand Forks Co., N. D.  
 Cooper, Alice M., Mrs. Henry C. Grass, Slayton  
 Cram, Melvina C.....Pickwick  
 Drake, Alice E.....Deceased  
 Farrar, Elna C., Mrs. Elna Vail, R. 1, Lewiston  
 Farrar, Martha.....Deceased  
 Fasching, Rosalie, Mrs. D. M. Smith....  
 .....141 N. 8th St., Brainerd  
 Gaylord, Mary E., Mrs. Rev. E. Leach..  
 .....Stillwater  
 Gehm, A. W. F.....Deceased  
 Gies, Franciska G.....Austin  
 Gray, Margaret I.....Lake City  
 Hanke, Louise L., Mrs. Dr. J. Watson, Alden  
 Holbrook, Royal H....Cedar Rapids, Iowa  
 Hookland, Siebert S., 77 Jackson St. West.  
 .....Pass. Asso., Chicago, Ill.  
 Hutchinson, Lucy A., Mrs. E. N. James..  
 .....Redlands, Cal.  
 Keating, James.....Wabasha  
 Kirk, Eliza A.....Moorhead  
 Knapp, Hannah E., Mrs. Geo. Pfefferkorn  
 .....St. Charles  
 Knopp, Helena, Mrs. Amos Bleifuss.....  
 .....Stewartville  
 Lacy, Lillian V.....Deceased  
 Liebe, Mary F.....Deceased  
 Manuel, Malvern H., Merriam Park, St. Paul  
 Marfield, Eveline S., Mrs. Harry Bolcom..  
 ....1424 Seventh Ave. W., Seattle, Wash.  
 Matthews, Antoinette E.....  
 .....419 S. 2nd St., Stillwater  
 Mattocks, Fanny T., Mrs. Harvey P. Smith  
 .....425 15th Ave. E., Duluth  
 Mitchell, Celia M., Mrs. Geo. Muller, Deceased  
 Mitchell, Jessie R.....  
 ....476 Los Robles Place, Pasadena, Cal.  
 O'Connell, Ellen, 303 Third St. N., Stillwater  
 Olson Bertha A., Mrs. Eugene Krohn....  
 .....Black River Falls, Wis.  
 Richards, Nellie.....  
 ....4123 S. Sheridan Ave., Minneapolis  
 Richardson, Samuel W.....  
 .....201 Exchange Bldg., Duluth  
 Root, Sarah Jessie.....  
 .....26 S. Albany Ave., Chicago, Ill.  
 Schirm, Lena M., Mrs. Ellis Nichols, Mpls.  
 Scott, Walter C.....Winona  
 Steinman, Lucy C., Mrs. W. H. Stanchfield  
 .....1208 First St., La Grande, Ore.  
 Stewart, Edith M.....Winona  
 Thuet, Emma, ...208 Nelson Ave., St. Paul  
 Walloe, Helena, Mrs. Fritz W. Wall.....  
 .....424 N. Chart St., Madison, Wis.  
 Willard, May G.....Seattle, Wash.  
 Wright, J. Laura, P. O. 123, Leadville, Colo.
- MAY CLASS OF 1888**
- Adams, Julia O., 2103 Colfax Ave. S., Mpls.  
 Atwood, Angie M., Mrs. E. Cranston, Mpls.  
 Beinhorn, Bertha, 2623 W. 3rd St., Duluth  
 Benedict, Ida H., 820 5th Ave. S., Fargo, N.D.  
 Blood, Ada M.....Deceased  
 Blunt, Alice, Mrs. Willis G. Stoughton...  
 .....1560 Asbury Ave., Evanston, Ill.  
 Bruce, Ethel Maria.....Red Wing  
 Buck, Sallie E., Mrs. S. I. Rand.....  
 .....Holyoke, Col.  
 Burke, Louise L., Mrs. J. R. Baker..Winona  
 Cornwell, Cynthia J.....Pine Island  
 Cox, Alice Mary, 2401 Jackson St., Minneapolis  
 Davis, Jas. T., 3118 Columbus Ave., Mpls.  
 Drohan, Margaret A.....  
 .....2716 Portland Ave., Minneapolis  
 Duff, Louisa J., Mrs. L. J. Johnson, Waltham  
 Farrar, Harry C.....Stockton  
 Flannery, Ellen A., Mrs. T. Wade, Lake City  
 Forrest, Janette H.....  
 Garland, Jas. L., 3329 Columbus Ave., Mpls.  
 Goodrich, Lyle.....La Crosse, Wis.  
 Gray, Cecile B.....Lake City  
 Groves, Edna A., Mrs. J. Q. A. Braden..  
 .....Aberdeen, S. D.  
 Hall, Teresa, Mrs. Ralph H. Tombs, Deceased  
 Hays, Abbie G., Mrs. W. N. Smith.....  
 .....Grafton, N. D.  
 Henderson, William B.....  
 .....919 Guaranty Bldg., Minneapolis  
 Heydon, Gertrude D.....  
 .....1216 State St., La Crosse, Wis.  
 Holbrook, Lettie F.....  
 .....661 Ankeney St., Portland, Ore.  
 Hunt, Helen F., Mrs. C. W. Gillam, Windom  
 Hutchinson, Chas. A.....Deceased  
 Kennedy, Ida B.....  
 .....4629 Fremont Ave. S., Minneapolis  
 Kimble, Anna M., Mrs. Fred Beckwith..  
 .....Sioux City, Iowa  
 Koller, Bertha, Mrs. Alex. Stewart, Deceased  
 Libby, Eleanor S.....  
 Man, Clara, Mrs. L. T. Lobdell....Deceased  
 Meeds, Lulu M.,...520 S. 2nd St., Stillwater  
 Miles, Seba G., Mrs. H. E. Mabey, Lake City  
 Miller, Lila, Mrs. John Augustin.....  
 .....Seattle, Wash.  
 Munger, Jennie A., Mrs. J. Loogren, Red Wing  
 Nettleton, James H.....Deceased  
 Nisbit, Jane.....Worthington  
 Poe, Clara L., Mrs. Frederick Sexton....  
 .....Seattle, Wash.

McGuane, Anastasia C. . . . . Winona  
Miller, Lillian A., Mrs. L. A. Larson. . . . .  
                                    926 W. 5th St., Duluth  
Millett, Avadana (Married) . . . . .  
                                    1219 2nd St. S., Stillwater  
Nash, Mabel Grace. . . . . Lanesboro  
O'Brien, Minnie M., 46 The Buckingham. . . . .  
                                    St. Paul  
Olson, Anna O., Mrs. J. F. Hindman. . . . .  
                                    Gary, S. D.  
Parks, N. Adella, 812 Badger St. LaCrosse, Wis  
Pennington, Cynthia, 501 S. 2nd St., Stillwater  
Peterson, Annie L., Mrs. O. Harvey. . . . . Oslo  
Pratt, Guilford J. . . . . Viola  
Rafferty, Cora M., Mrs. S. F. Way, Deceased  
Regan, Mary Frances, 328 W. Howard, Winona  
Rice, Sarah Elizabeth. . . . . Deceased  
Rohweder, Annie. . . . . Sugar Loaf, Winona  
Rucker, Lena H., City Schools, Seattle, Wash.  
Ruhberg, Lena S., Mrs. Lena Knight. . . . .

Ashley, Eloise M., Mrs. Marshall R. Brown  
 ..... 714 W. 12th St., Sioux Falls, S. D.  
 Batchelder, Benjamin S. .... Deceased  
 Bradford, Francis M., Mrs. F. Grow, Red Wing.  
 Bren, Anna L., Mrs. A. F. Zimmerman...  
 ..... 1326 Clermont St., Antigo, Wis.  
 Carpenter, Maude H. ....  
 ..... 315 W. Broadway, Winona  
 Coleman, Mary L., Mrs. M. E. Grousbeck  
 ..... Deceased  
 Cook, Addie M., Mrs. H. Banfield, ... Austin  
 Currier, Edith B. .... Galesville, Wis.  
 Dunning, Annie M., Mrs. Perry Nichols..  
 ..... Pringhar, Iowa  
 Ellis, Kit Carson. .... Austin  
 Erickson, Martina C., Dean of Women,..  
 .... State Normal School, Terre Haute, Ind  
 Felsted, Eleda F. .... N. Yakima, Wash.  
 Ferguson, Ann E. .... Lanesboro  
 Flagg, Eda D., 766 Sawyer Ave., Chicago, Ill.  
 Gallagher, Mary Ann, Mrs. James Keating  
 ..... Deceased  
 Grieser, Ella T. H., 19 17th Ave. S., Duluth  
 Hamlin, Hattie M., Mrs. W. F. DeWitt..  
 ..... Chatfield  
 Hoerger, Will. .... Faribault  
 Hynes, Julia A., 63 N. 11th St., Minneapolis  
 Jacobs, Virginia. .... Eau Claire, Wis.  
 Jones, Susan Ella. .... Winona  
 Killeen, Anastasia (Married). .... Lake City  
 Kirk, Alice E. .... Moorhead  
 Lake, Lillie Ann, Mrs. J. H. Dorival, Caledonia  
 Love, John G. .... Lime Springs, Iowa  
 Lyons, Mary Emory, .... Seattle, Wash.  
 Martin, Gertrude. .... Northfield  
 Marvin, Fannie, .... 1021 E. 2nd St., Duluth  
 McCarl, Carrie B., Mrs. Chas. A. Millam..  
 ..... 1227 W. Broadway, Winona  
 McDonald, Eva, Mrs. Calvin W. Baker..  
 ..... Hotel Stoddard, La Crosse, Wis.

Searles, Helen B. .... Elgin  
Seipel, Augusta C., Mrs. Harold Fegreaens. . .  
    ...Lake View P. O., 4719 Pitt St., Duluth  
Selmser, Sarah Cass. .... Deceased  
Shier, Anna B., Mrs. C. H. Lord. .... Kasson  
Smith, Annie C., Mrs. Burpee. .... Pine Island  
Smith, Bertha R., Mrs. Willis C. Holman. . .  
    ..... Hamilton, Mo.  
Smith, Mary Elizabeth, Mrs. Markwell. . .  
    ..... 1314 11th Ave., Spokane, Wash.  
Staples, Helen F. .... 467 Huff St., Winona  
Steuernagel, Anna, Mrs. Dr. Anna Douglas  
    ..... 426 Winchester Ave., Chicago, Ill.  
Suiter, Elizabeth, Mrs. Wm. J. Barrette. . .  
    ..... 804 Park Ave., Salt Lake City, Utah  
Swarts, Florence E. .... Chatfield  
Terrill, Gertrude O., 1316 S. E. 7th St., Mpls.  
Walter, Bertha E., Mrs. N. C. Pike, Lake City  
Williams, Adella W. .... Owatonna  
Woolridge, Clara E., Mrs. Doten. ....  
    ..... Triumph, Martin Co.

Aiken, Ida A., Mrs. B. A. Van Sluyters... Cherokee, Iowa  
Anderson, Lillie B., Mrs. J. A. Freeborn... Pergus Falls  
Barnes, Leah... Deceased  
Barnum, Lizzie R., Mrs. J. M. McGuigan... 278 Ronde St., St. Paul  
Benson, Ida R... Spring Valley  
Blackburn, Essie... Sparta, Wis.  
Bleifuss, Lydia M., Mrs. L. M. Murdock... Wabasha  
Bohn, Theckla F., Mrs. G. Becker, Ogden, Utah  
Braley, Charles A... Winona  
Brookner, Ella, Mrs. O. F. Peters, Cannon Falls



- Child, Ida H., Mrs. Wallace L. Tift, Glencoe  
 Clark, Lucy A. ....  
 ....2224 Benton Block, Kansas City, Mo.  
 Cochran, Dr. Wm. James. ....Lake City  
 Comee, S. Bertha. ....Waseca  
 Conway, Adina M. ....  
 ....2929 Budlong Ave., Los Angeles, Cal.  
 Cornwell, Jane S. ....  
 ....327 W. Wabasha St., Winona  
 Dick, Charles G., Dr. ....Elwood, Ind.  
 Eggers, Mary M., Mrs. E. S. Person, Deceased  
 Freeman, Frances. ....  
 ....2801 Lyndale Ave. S., Minneapolis  
 Gibbons, Minnie A. ....  
 ....1012 N. J. St., Tacoma, Wash.  
 Grant, Ella, Mrs. S. W. McCray. ....  
 ....446 W. 69th St., Chicago, Ill.  
 Hagen, Emma. ....Deceased  
 Harlowe, Grace R., 1035 Bush St., Red Wing  
 Heers, Ida A., ....425 State St., New Ulm  
 Holmes, Cora A. ....Decorah, Iowa  
 Kimball, Lois C., Mrs. Geo. R. Matthews.  
 ....Stanford University, Cal.  
 MacKenzie, Anna L., Mrs. H. N. McChesney  
 ....Northfield  
 McGlennon, Cora B. ....Deceased  
 Olsen, Lizzie G, 59 E. Sanborn St., Winona  
 Olson, Carrie L. ....Faribault  
 Packard, Harriet M. ....  
 ....204 W. Wabasha St., Winona  
 Pfaender, Minnie. ....New Ulm  
 or 105 Smith Ave., St. Paul  
 Reed, Margaret, 419 Avon St., LaCrosse, Wis.  
 Rothenburger, Mary B. ....Chatfield  
 Schneider, Oscar J., Phil. College Osteopathy,  
 ....Witherspoon Bldg., Philadelphia, Pa.  
 Severance, Walter J. ....Dodge Center  
 Sherman, Lizzie E, 103 E. Howard St, Winona  
 Skinner, Mary E. ....Austin  
 Sones, Nellie D., Mrs. E. C. Tupper, St. Paul  
 Sprague, Julia W., Mrs. Dr. Wm. Collieran  
 ....La Crosse, Wis.  
 Stephans, John A. ....Deceased  
 Sunberg, Matilda L., Mrs. J. M. Rustad, Austin  
 Swain, Josephine H., Mrs. Dr. Donald Camp-  
 bell. ....Grand Forks, N. D.  
 Trow, Isabel M., Mrs. Frederick F. Servis  
 ....903 State St., LaCrosse, Wis.  
 Van Emon, Kate E., ....Willis, Mont.  
 Van Sant, Elizabeth, 717 N. Y. Life. ....  
 ....Omaha, Neb.  
 Van Sant, Grant. ....St. Paul  
 Walker, Edna E., 1117 State St., LaCrosse, Wis.
- MAY CLASS OF 1891**
- Ashley, Bessie Rebecca, Mt. Vernon Semi-  
 nary, 11th and M. St., Washington, D. C.  
 Averill, Marietta, 152 E. Howard St., Winona  
 Balcom, Edward Leslie. ....Chatfield
- Bruss, William A. ....Elmore  
 Buckley, Margaret C. ....Faribault  
 Buckley, Nellie A. ....Farmington  
 Clark, Emma Cassandra, Mrs. John Mitchell  
 ....Ortonville  
 Conway, Ella Martha. ....Los Angeles, Cal.  
 Couper, Evaline L., Mrs. J. Miller, Northfield  
 Curtis, Franc E., Mrs. J. A. Nelson. ....  
 ....502 6th Ave. S., Great Falls, Mont.  
 Daniels, Grace M. ....  
 ....1128 State St., La Crosse, Wis.  
 Dixon, Susie E., ....476 Main St., Winona  
 Ellis, Iva O, Mrs. Warren M. Jenness. ....  
 ....Hensler, N. D.  
 Felgate, Nettie M. Mrs. Nettie Whitelaw.  
 ....3249 Blaisdell Ave., Minneapolis  
 Heers, Ida A. ....Springfield  
 Hillmer, Jennie M. A., 203 E. King St., Winona  
 Hockema, Amelia L., Mrs. H. C. Bowling.  
 ....619 6th Ave. S., St. Cloud  
 Kingsford, Amy E. ....Rushford  
 Krueger, Eliza, ....1114 N. 4th St., Stillwater  
 Laird, Martha E. ....Eyota  
 Langum, Ellen C., Mrs. Ellen Balke. ....  
 ....Columbia Sta., Seattle, Wash.  
 Longley, Emma R. (Married). ....Tipton, Iowa  
 Lutz, Emily J. ....Lake City  
 Lynch, James Dr. ....Winona  
 Mabey, Lulu B. ....Lake City  
 Martin, Mrs. D. C. ....Winona  
 Martin, Maud I., Mrs. F. K. Gifford. ....  
 ....Ft. Collins, Colo.  
 McLeod, Johanna E., Mrs. Mansfield, Warren  
 McLeod, Kate, 312 Water St., Albert Lea  
 Olson, Mary E., Mrs. H. M. Stanford, Moorhead  
 Olson, Thea O. ....Grover  
 Palmby, Mary E. ....Witoka  
 Palmerlee, Mary Lodona, ..Mrs. B. C. Gillis  
 ....Windom  
 Paul, Alice E., Mrs. Will Foster. ....Deceased  
 Redfield, Edith A., Mrs. M. E. Abbott. ....  
 ....Northfield  
 Reinert, Annie. ....Red Wing  
 Requa, Rachel A. ....Everett, Wash.  
 Rowley, Thos. C. ....Douglas, Wyo.  
 Sackett, Maude A. ....Lanesboro  
 Selover, Julia May. ....Chicago, Ill.  
 Spencer, Christie Ann. ....Northfield  
 Sullivan, Laura M. ....Spring Valley  
 Teaching Great Falls, Mont.  
 Sutton, Alice, Mrs. E. E. Bryant. ....  
 ....3414 Champion St., Fruitvale, Cal.  
 Swain, Eleanor D., Mrs. J. E. McConnell.  
 ....403 Orchard Place, La Crosse, Wis.  
 Sylvester, Electa A. ....Deceased  
 Tainter, Austin G. ....Austin, Nev.  
 Tibbetts, Adolph C. ....Blue Earth  
 Vail Lelia E., Mrs. R. H. G. Netz. ....  
 ....617 S. Elm St., Owatonna



Vaughan, Nellie Mable.....Fergus Falls  
Walter, Laura M.....Lake City  
Wilcox, Grace E.....Wilmar

## MAY CLASS OF 1892

Adams, Alice M.....Mantorville  
Adams, Clara D.....Sechlvilleville, Wis.  
Adams, Minnie R., Mrs. Eugene H. Brown  
.....1613 12th St., West Superior, Wis.  
Bell, Carrie, Mrs. George Bilbie.....  
.....Rodney St., Buffalo, N. Y.  
Berke, Anna P.....Northfield  
Bonesteale, Clara P.....Ostrander  
Bruce, Mariam E., Mrs. Mariam B. Nelson  
.....Berea, Ky.  
Bystrom, Bertha, Mrs. M. Glemstad..Tyler  
Chapin, Clarice F.....Austin  
Chapin, Helen L.....Chester, Iowa  
Church, Mabel I., Mrs. Mabel Duryea....  
.....Minneapolis  
Clay, Nellie F., Mrs. Chas. F. Ayton, Deceased  
Clayton, May B.....Money Creek  
Coffin, Charlotte P., 613 2nd Ave., St. Cloud  
Constantine, Anna M.....Red Wing  
Crane, Eugenie E., Mrs. George Clifton..  
.....Deceased  
Dawley, Edna M.....Northfield  
Drohan, Anna E., Mrs. J. Lynch, Minneapolis  
Fairchild, Frances E., Mrs. Wm. O. Mann  
Mass. Homeop. Hospital, Station A....  
.....Boston, Mass.  
Finseth, Martha O.....Kenyon  
Flynn, Alice, Mrs. Edw. Bakody.....  
.....Oklahoma City, Okla.  
Flynn, Etta J.....  
Flynn, Mary O., Mrs. Morris O'Herrin, Mpls.  
Foote, S. Louise.....Sparta, Wis.  
Galbreath, Flora.....Snyder, Colo.  
Glissman, Henrietta M....Los Angeles, Cal.  
Green, Philo E., State Training School...  
.....Red Wing  
Hancock Maude N.....Red Wing  
Hansohn, Emma M.....Mabel  
Hanson, Emma A.....  
.....527 N. 7th St., La Crosse, Wis.  
Hanson, Margaret A.....Owatonna  
Heim, T. Odelia.....St. Charles  
Hostetter, Lillian.....Deceased  
Hughes, Margaret E., Minneapolis City Sch.  
Isaacs, Louis.....South St. Paul  
Iverson, Bertina.....Lanesboro  
Johnson, Elmina M., Mrs. S. F. Robinson  
.....Eau Claire, Wis.  
Karn, Josephine M., Mrs. Chas. Koob, Windom  
Kelly, Anna G., 121 N. Greeley St., Stillwater  
Kiesling, Sophia A., Mrs. Richard Smith..  
.....1724 Boone Ave., W. Spokane, Wash.  
Kittridge, Jessie C., Mrs. Edmund Rausch  
.....Waterloo, Iowa

Knapp, Catherine M., Mrs. C. K. Hunt...  
.....Montezuma, Iowa  
Livingstone, Anna I.....Chester  
Lothrop, Mary O.....Eau Claire, Wis.  
Lynch, Mary E., Mrs. Mary L. Andrews..  
.....Cloquet  
Mather, Sarah E., Mrs. Lee Canfield.....  
.....Sparta, Wis.  
Mattocks, Ellen R., Mrs. Lester M. Maben  
74 Central Terrace, Central Ave., St. Paul  
McLaggan, Eva R.....  
.....1007 W. Ramsey, Stillwater  
McLeod, Annie.....Homer  
Metralfe, Georgia A....Walla Walla, Wash.  
Montgomery, Katie.....Blue Earth City  
Murray, Catherine.....  
.....1515 Hawthorne Ave., Minneapolis  
Pearce, Mary E., .733 Grand Ave., St. Paul  
Pfeiffer, Hannah M.....Red Wing  
Pierce, Clarissa.....St. Peter  
Pribble, Evalin A.....Anoka  
Ranum, Sophie.....La Crosse, Wis.  
Richardson, Flora M.....Elgin  
Richardson, Julia E.....  
.....621 Cass St., La Crosse, Wis.  
Robinson, Harriet M.....  
.....2720 Elliot Ave., Minneapolis  
Roff, Julia C., Mrs. F. M. Cropsey, Fresno, Cal.  
Ryder, Rose M., 93 Orlin Ave., Minneapolis  
Sanders, Cora A., Mrs. Julius P. Sanders..  
.....Fairmount, N. D.  
Schermully, Marie E. B.....  
.....622 W. Olive St., Stillwater  
Seward, Minnie M., 416 5th St. S., Stillwater  
Smithson, Cora E., Mrs. Evelyn Lyman..  
.....Stillwater  
Stark, Helen F., Mrs. A. P. McDowell....  
.....Adair, Iowa  
Statelar, Hattie Chlora.....Faribault  
Swarts, Winifred, Mrs. F. J. Fairbanks...  
.....202 Elm St., Northfield  
Thune, Emma L.....Decorah, Iowa  
Trow, Alice M., Mrs. W. D. McDonald..  
.....La Crosse, Wis.  
VanKleeck, Ethel D.....Ortonville  
White, Emily Maude, Mrs. W. A. Bartlett  
.....Santa Anna, Cal.  
Whiting, Olive E., Mrs. R. Stone.....  
.....State Capitol, St. Paul  
Yeaton, Mary S., Mrs. L. A. Bartlett....  
.....Belgrade, Me.

## MAY CLASS OF 1893

Abt, Emma W., .2309 Bryant St., St. Paul  
Alexander, Theo. S., .Bozeman, Mont  
Allen, Minnie B.....Red Wing  
Anderson, Catherine F.....Goodhue  
Beardsley, Beatrice.....  
.....512 W. Franklin St., Elkhart, Ind.



- Bourne, Hattie, Mrs. Wm. Wood.....  
 .....121 E. Sarnia, Winona
- Bryan, Daisy L., Mrs. Elmer B. Palmer..  
 .....Y. M. C. A., Bloomington, Ill.
- Bulen, Martha A.....Spring Valley
- Bullock, Estelle.....Northfield
- Burke, Alice Margaret, Mrs. Frank Manning  
 .....Saginaw, Mich.
- Byrne, Mae, Mrs. J. H. Vesey.....  
 .....832 Caledonia St., La Crosse, Wis.
- Calhoun, Mary.....Tower
- Campbell, Alma.....Mantorville
- Chase, Nellie.....Kasson
- Clayton, Ruth.....Money Creek
- Cole, Addie B.....Grand Meadow
- Compton, Henrietta, Mrs. A. E. Hall, Austin  
 Davis, Jessie.....West Superior, Wis.
- Derbert, Isabella.....Chatfield
- Ericson, Alberta C. (Married).....  
 .....1403 Avon St., LaCrosse, Wis.
- Flynn, Julia.....Lake City
- Gallagher, Catherine A.....Wabasha
- Gallagher, Katherine.....La Crosse, Wis.
- Garder, Lillie.....Holmen, Wis.
- Garfield, Bessie, Mrs. C. D. Perry.....  
 .....Etna Mills, Cal.
- Gates, Ella.....Rochester
- Gerard, Anna.....Deceased
- Grafton, Hope A., 187 E. Sanborn St., Winona
- Graves, Edith H., Mrs. John Smallpage..  
 .....Eagle Grove, Iowa
- Grover, Luella E., Mrs. W. L. Bevers....  
 .....Zumbrota
- Hanneman, Margaret D., Mrs. Wm. Frank  
 Schilling.....Northfield
- Harrington, Julia, 507 4th St. N. E., Mpls.
- Harrison, Harriet M.,.....La Crosse, Wis.
- Hass, Della M., Mrs. Herman Weibel....  
 .....166 W. Mark St., Winona
- Hatch, Mary, Mrs. Fred Gates....Rochester
- Hedrick, Olive.....Kellogg
- Hess, Maud L., Mrs. Maud Glasby, Oronoco
- Hills, Kate.....Aberdeen, S. D.
- Hoefke, Bertha, 523 W. Ave. S., LaCrosse, Wis.
- Holmes, Fannie.....Medford
- Jackson, Amanda.....Stillwater
- Janett, John A., Dr....Fountain City, Wis.
- Jones, Laura A.....Marshalltown, Iowa
- Jones, Margaret.....Sparta, Wis.
- Kaiser, Hattie, Mrs. Johns.....  
 .....151 W. King St., Winona
- Kelly, Annie Genevieve.....  
 .....43 Highland Ave., Minneapolis
- Kilian, Rose Marie, Mrs. Floyd Taylor...  
 ....6425 Bonsella Ave., Los Angeles, Cal.
- Kingsford, A. S.....Litchfield
- Lahey, Mary.....Plainview
- Lamp, Emma L.....Medford
- Leighton, Nellie, Mrs. J. C. Wilkie.....  
 .....1217 W. 4th St., Winona
- Lien, Asta G., Mrs. Geo. Glazier, Marion, Iowa
- Lillibridge, Ella S.....Wauwatosa, Wis.
- Little, Mabel B., Mrs. R. E. Heineman...  
 .....Appleton
- Mace, Mary E.....Wabasha
- Mann, Katherine, Sage College, Ithaca, N. Y.
- Mantor, Clara.....Kasson
- Marshall, Luella.....La Crosse, Wis.
- McConnon, Belle.....Deceased
- McCune, Caroline.....Fergus Falls
- McDonald, Abbie Pearl 329 W. 2d St., Duluth
- McDonnell, Mary F.....Deceased
- McGaughey, Mary, Mrs. Frank Horton...  
 .....Deceased
- McGuane, Marcella, 127 W. Mark St., Winona
- McMillan, Clara K.....Sparta, Wis.
- McNie, Margaret, Mrs. Dr. Edward Keyes  
 .....250 Center St., Winona
- Meek, Georgia E., 2327 9th Ave. S., Mpls.
- Metcalfe, Kate F.....Victoria, B. C.
- Moran, Hattie.....Mantorville
- Morris, Martha F.....Carpinteria, Cal.
- Murphy, Helen, Mrs. Helen M. Brannon..  
 .....610 Indiana Ave., Winona
- Olson, Adolph, Supt.....Hopkins
- Palmer, E. B., Y. M. C. A., Bloomington, Ill.
- Patterson, Minnie, Mrs. Jay Brewer.....  
 .....Dodge Center
- Peters, Emma.....Wabasha
- Pfeiffer, Lillian, Mrs. F. M. Byrne.....  
 .....Linton, N. D.
- Resler, Emma, Mrs. E. Wolfe, Minot, N. D.
- Richardson, Ada G., Mrs. Chas. Goodwin..  
 .....Brockton, Mont.
- Richardson, Iva M., Mrs. Iva Bryant....  
 .....Twin Falls, Idaho
- Russell, Barbara Ann.....Evanston, Ill.
- Schmitz, Mabel V., Mrs. W. M. Hubbard..  
 .....Lake City
- Schoregge, Ida A.....Glencoe
- Scofield, Bertha.....Caledonia
- Sharpe, Amanda E.....Chatfield
- Shelton, Della M. (Married).....Tacoma, Wash.
- Shepard, H. Estelle, Mrs. W. H. Elmer..  
 .....126 W. Wabasha St., Winona
- Smith, Martha, Mrs. C. A. Hutchinson...  
 .....811 E. 28th St., Minneapolis
- Snure, Clark.....Deceased
- Stewart, Helen.....456 Main St., Winona
- Stillings, Lillian M., Mrs. F. J. Pearson...  
 .....Caledonia
- Thompson, Kathreen.....Winona
- Tibbetts, Lucia I.....Minneapolis
- Warner, Cora F., Mrs. George Myers.....  
 .....Dodge Center
- Wheeler, Maude E., Mrs. James Hammond  
 .....R. F. D. 10, Fairfield, Conn.



Wheeler, Nellie.....Canton  
 White, Nellie D., Mrs. Karl B. Kjerner...Rochester  
 Whiting, M. Emelyne.....Northfield  
 Wilmot, Daisy, Mrs. David Cuppernull...Virginia  
 Wright, Lola G.....Sleepy Eye

## MAY CLASS OF 1895

Angle, Franc C., Mrs. John Gunderson...  
 .....4138 Virginia Ave., Kansas City, Mo.  
 Barnes, Jennie H.....Winona  
 Bartil, Anna M.....  
 .....1014 Jackson St., La Crosse, Wis.  
 Bartlett, Luvia Mae.....Wykoff  
 Bartlett, Virginia E.....Glencoe  
 Bauman, Helen L., 91 Ash St., Minneapolis  
 Betts, Gertrude S.....Deceased  
 Brewer, Ella A.....Watertown, S. D.  
 Brooks, Grace J., 3208 Oakland Ave., Mpls.  
 Brubaker, Annabel, Mrs. A. Graham, Waseca  
 Burton, Minnie E., Mrs. Frank Judson...  
 .....Omaha, Neb.  
 Bush, Addie L.....Eyota  
 Bush, Lula E.....Sparta, Wis.  
 Byers, Maud L.....Montevideo  
 Cameron, Belle G.....Deceased  
 Carlson, Hulda M.....Deceased  
 Child, Alice M.....Glencoe  
 Christopherson, Mary C.....Two Harbors  
 Chubb, Jean, Mineral Springs, Lake Calhoun  
 .....Minneapolis  
 Church, Jessie A.....Mazeppa  
 Clough, Marguerite I., Mrs. John C. Barnard  
 .....7 15th St., Minneapolis  
 Curren, Mary Alice.....Northfield  
 Digby, Susie A.....Dodge Center  
 Dixon, Minnie A., Mrs. Edwin M. Mosier...  
 .....Stillwater  
 Doughty, Kate.....Los Cruces, New Mex.  
 Evans, Eliza O.....Address unknown  
 Everitt, Edna I.....Sparta, Wis.  
 Fahy, Gertrude A., Mrs. Thos. P. Moran...  
 .....Hastings  
 Ferguson, Catherine, Mrs. Alden R. Batson  
 .....Cloquet  
 Flynn, Ella.....Winona  
 Forsell, Hilda E.....Red Wing  
 French, Mary Frances.....Dover  
 Gage, Jennie L., Mrs. E. H. Corson, Deceased  
 Gates, Alice F.....Rochester  
 Gates, Frederick W.....Rochester  
 Gay, Edna L.....Vermillion, S. D.  
 Gorman, Mary A.....Litchfield  
 Gray, Eva A.....Sparta, Wis.  
 Greer, Allie L.....Lanesboro  
 Griffith, Caroline V., Mrs. R. J. Erskine...  
 .....530 Steele Court, Waukegan, Ill.

Hammond, Mina A.....Winona  
 Hatch, Lizzie.....Pickwick  
 Held, Herman.....New Ulm  
 Helms, Jessie R.....Waseca  
 Hill, Edna.....651 Olive St., St. Paul  
 House, Stella G.....Fairmount  
 Huney, Emma B., Mrs. A. S. Kingsford...  
 .....Litchfield  
 Huffman, Carrie A.....Sparta, Wis.  
 Johnson, C. Adella, Mrs. Edward Oppliger  
 .....Owatonna  
 Johnson, Gertrude M.....Black Hammer  
 Jones, Mrs. Fannie P.....  
 .....1417 6th St. S. E., Minneapolis  
 Kingsford, Annie C.....Rushford  
 Kingsford, Walter G.....Mazeppa  
 Kjelland, Gertrude.....Grover  
 Kroehler, Benjamin G.....Mound Prairie  
 Lasch, Mary.....771 Wilson St., Winona  
 Lawson, Alice.....Sparta, Wis.  
 Leavitt, Grace W., Mrs. James Matchitt...  
 .....St. Paul  
 Lewis, Josie G.....Faribault  
 Lindemann, Martha H., Mrs. P. M. Weeks  
 .....Lethbridge, Alberta  
 Lloyd, Gertrude A., Mrs. George Harris...  
 .....Spokane, Wash.  
 Lukkason, Cora E., Mrs. B. Smith...Anoka  
 Lynch, Sadie M.....  
 .....1005 N. Aldrich Ave., Minneapolis  
 Mac Innis, Margaret E., Mrs. F. A. Hoyt...  
 .....St. Cloud  
 Mackenzie, Zilpha, Mrs. A. Coe...Deceased  
 Mann, Nellie G., 766 Irlehart St., St. Paul  
 Martin, Mary L., 816 Spring St. N. E., Mpls.  
 Mason, Blanche.....La Crosse, Wis.  
 Mattson, Josephine M. (Married)...Winona  
 McCrery, Minnie M., 260 Midway Ave., St. Paul  
 McDonnell, Ella K., Mrs. C. E. Phelps...  
 .....879 Grand Ave., St. Paul  
 McKav, Isabelle.....Rushford  
 Miller, Kittie M., Mrs. A. Johnson, Austin  
 Mowbray, Myrtle...461 Main St., Winona  
 Munro, Edith M.....Cummings, N. D.  
 Ogard, Anna.....Rushford  
 Pease, Myra L., Mrs. M. Hubbard, Rochester  
 Peterson, Anna M.....Hunter, N. D.  
 Peterson, Elsie M. D., Mrs. J. D. Lind...  
 .....374 Main St., Winona  
 Pierce, Carrie M.....Faribault  
 Pierce, Jessie A., 401 W. 4th St., Faribault  
 Preston, Nellie R., Mrs. Iven Cranston...  
 .....35 Delmar St., Salt Lake City, Utah.  
 Price, Agnes M., 3409 Park Ave., Minneapolis  
 Pulham, Mary M.....Wykoff  
 Randall, Helena F.....Winona  
 Reed, Mary.....Dodge Center  
 Regan, Margaret E...W. King St., Winona



Renner, Annie L. .... Preston  
 Rhodes, Eva I. .... Deceased  
 Ross, Mary E. .... Newberg, Ore.  
 Rowell, Ora M. .... Winona  
 Rudser, Anne M. .... Devils Lake, N. D.  
 Sawyer, Myra L. .... Geneva  
 .... Cambridge, Mass.  
 Scales, Kate M. .... Madelia  
 Schmit, Marie A. .... St. Charles  
 Shepard, Elmer I., Williams College....  
 Sibbison, Stella, .... Chaska  
 Smith, Carrie G. .... Stillwater  
 Smith, Violet M., 822 6th Ave. S. Stillwater  
 Spencer, Myrtle A. ....  
 .... 3028 S. Lyndale Ave., Minneapolis  
 Stewart, Margaret, .... Redwood Falls  
 Stillings, Ida E. .... Deceased  
 Sunberg, Emma Augusta, Mrs. Emma Witt  
 .... Missouri Valley, Iowa  
 Taylor, Eliza J., Mrs. Frank Cherdron....  
 .... Des Moines, Iowa  
 Thompson, Mary A., Mrs. R. B. Coleman.  
 .... Everett, Wash.  
 Tipple, Adeline, .... Biwabik  
 Turner, Ralph C. .... Arcadia, Wis.  
 Vance, Bartlette T. ....  
 Vaughan, Grace I., 2703 1st Ave. S., Mpls.  
 Wartabee, Mary E. .... La Crosse, Wis  
 Whalan, Ellen E., Mrs. F. Stanton, Lanesboro  
 Willey, Catherine L. .... Washington, D. C.  
 Willing, Bertha L. .... Milwaukee, Wis.  
 Winslow, Beatrice, .... Deceased  
 Winters, Tena H. .... Mazeppa  
 Wuamett, Clara B., Mrs. Clara Dyer, Whalan

## MAY CLASS OF 1896

Allen, Mildred, .... Red Wing  
 Anderson, Eleanor E. .... Cannon Falls  
 Angle, Florence E., Mrs. Arthur Mosher..  
 .... Zumbrota  
 Annand, Jessie M. .... Lake City  
 Appel, Edward S. .... Thielmantion  
 Avery, Lilian E. .... New Albin, Iowa  
 Bailey, Lulu E. .... Stanton  
 Barnard, Anna L. .... Deceased  
 Battis, Amelia M. .... Clitherall  
 Booth, Mae W. .... Winona  
 Brayton, Anna C. .... La Crosse, Wis.  
 Brown, Margaret A. .... Dodge Center  
 Bruce, Carrie E. .... Minneapolis  
 Bruce, Effie S. .... Benson  
 Burke, Mary A. C., 252 E. Sanborn, Winona  
 Campbell, Christine, Mrs. Christine Watkins  
 .... Ortonville  
 Cantwell, Lucy Mary, .... Bangor, Wis.  
 Cass, Gertrude A., Mrs. G. Girod, Minneapolis  
 Christison, Ellen Martha, .... Minneota  
 Cole, Emma, .... Chatfield

Conant, May C. .... La Crosse, Wis.  
 Cowles, Jessie A., Mrs. J. H. Lewis, Faribault  
 Davis, Gertrude Terry, .... Lansing, Iowa  
 Day, Abbie Louise, ....  
 .... 3120 Chicago Ave., Minneapolis  
 Day, Minnie V., 3120 Chicago Ave., Mpls.  
 DeGraff, Marie I. .... Cloquet  
 Diefenbach, Mary E. .... Red Wing  
 Dobbryn, Frank W. .... Madison  
 Dooney, Lulu L. .... Winona  
 Drew, Nellie L. .... Northfield  
 Earle, Emma R. .... Tomah, Wis.  
 Edison, Edna B. .... Pine Island  
 Emery, Marian Grace, .... Pine Island  
 Emery, Rhoda J. .... Oronoco  
 Enos, Charlotte M., Mrs. W. A. Buholz..  
 .... Chatfield  
 Fahy, Clara, Mrs. M. Kimm, Willow City, N. D.  
 Farrington, Susan C., Mrs. F. G. Stoudt..  
 .... Chatfield  
 Fjeldstad, Leonora A. .... Minneapolis  
 Frost, Berenice Gertrude, Mrs. H. Purdy..  
 .... 67 Riverside Drive, New York City  
 Gallagher, Alice Marie, Mrs. Harry Pfeiffer  
 .... Blue Earth City  
 Gorton, Nellie A. .... Mount Iron  
 Greene, Mary Ivanella, Mrs. H. Gibbs, Almon  
 Hallas, Wilhelmina A. .... Adrian  
 Haserick, Alice, .... Northfield  
 Heers, Herta M. .... New Ulm  
 Hughes, Annette Marie, The Lawdale Mpls.  
 Huntoon, Grace E. (Married), .... Elgin  
 Ingalls, Ruth Livina, City Schools, Duluth  
 Jenness, Frances M. .... Minneapolis  
 Jensen, Emma B. .... Benson  
 Johnson, Ada M. .... Stillwater  
 Jones, Mary Elizabeth, .... Luverne  
 Kaeppler, Carrie M. .... Address unknown  
 Keenan, Sarah, Mrs. Sarah Bagen, LeRoy  
 Kittle, Mrs. Tena, .... Madison, Wis.  
 Kittle, William, .... Madison, Wis.  
 Kjelland, Lerena, .... Grover  
 Langum, Dora, .... Spring Valley  
 Lantry, Edna May, .... Minneapolis  
 Larson, Marie E. .... Red Wing  
 Lawson, Florence, .... Sparta, Wis.  
 Lehnerts, Edward M., Univ. of Minnesota  
 .... Minneapolis  
 Lind, Genevieve, 619 Aron St., La Crosse, Wis.  
 Lindemann, Frieda H., Mrs. Ludwig Eng.  
 .... Balaton  
 Lombard, Rose E., Mrs. Henry S. Martin.  
 .... Spring Valley, Wis.  
 Maloney, Giles J. .... Spring Valley  
 Matheson, Jennie R. .... Sunnyside, Wash.  
 McLeod, Roderick G. .... Chesaw, Wash.  
 Morey, Jeanette, Mrs. J. R. McConnon, Winona  
 Morford, Nellie A., .... 304 Mill St., Austin

- Morton, Phebe M. . . . . Rochester  
 Mues, Winona, Mrs. F. W. Hill . . . . . Melrose  
 Murphy, Martha Ann . . . . . Stillwater  
 Murphy, Mary Elizabeth . . . . . Winona  
 Newton, Stella E., Mrs. Wm. Seaman, Slayton  
 O'Conner, Louise A. . . . . Caledonia  
 Oglin, Mary M. . . . . Marshall  
 O'Halloran, Frances . . . . . Chatfield  
 O'Loughlin, Mary E. . . . . Lake City  
 Phelps, Mary . . . . . Marion  
 Pletke, Adella A., 620 1st St. S., Tacoma, Wash  
 Price, Hettie Mabel . . . . . Elgin, Ill.  
 Prosser, Rose . . . . . Hamline  
 Rasmussen, Clara, Mrs. N. J. Hendrickson  
 . . . . . 200 Lowell Flats, Duluth  
 Regan, Kathryn Klare . . . . . Winona  
 Risser, Emma S., Mrs. Andrew Johnson . .  
 . . . . . Fountain City, Wis.  
 Roemhild, Augusta, Mrs. Walter Kaiser . .  
 . . . . . Cor. Huff and Mark, Winona  
 Roth, Alice Gertrude, Mrs. B. H. Hayes . .  
 . . . . . Carlton  
 Runge, Richard . . . . . Address unknown  
 Sawyer, Emily Florence, Devils Lake, N. D.  
 Scarp, Mary Louise . . . . . Litchfield  
 Scherffius, Stella, Mrs. E. Simon . . . . . Altura  
 Schuetz, Mathilde . . . . . New Ulm  
 Scott, Mabel Emory, 3228 Stevens Ave., Mpls.  
 Sessions, Mary . . . . . Minneapolis  
 Shea, Marie G. . . . . Perham  
 Shultis, Alice H. . . . . River Falls, Wis.  
 Stewart, Alice Caroline, 617 Center St., Winona  
 Sullivan, Gertrude, Mrs. John Fitzpatrick  
 . . . . . Stewartville  
 Thoires, Daisy . . . . . Fergus Falls  
 Turner, Illyria P. . . . . Lansing, Iowa  
 Walter, Harriet Belle . . . . . Waterville  
 Webster, Clara Grace, Mrs. A. W. Kuehl . .  
 . . . . . Winona  
 Wells, Sarah Esther . . . . . Faribault  
 Wentz, Edith Nina . . . . . Glencoe  
 Wise, Mary Emily . . . . . Lake City  
 Woolsey, Frances Drilla . . . . . Little Falls  
 Yahнке, Emma Mause . . . . . Winona
- MAY CLASS OF 1897**
- Adams, Cynthia Emroy . . . . .  
 . . . . . 1215 17th Ave. N., Minneapolis  
 Adams, Ruth G. . . . . Black River Falls, Wis.  
 Aiken, Cora E., Mrs. Cora Rutter . . Winona  
 Alward, Clara . . . . . Postville, Iowa  
 Anderson, James S. . . . . Owatonna  
 Anderson, Nora C. . . . . Waterville  
 Austin, Isabella M., Dean of Women's College  
 . . . . . State University, Seattle, Wash.  
 Baker, Merton F. . . . . Glenwood, Wis.  
 Beyerstedt, Ella A. . . . . Winona  
 Bollman, Otto H. . . . . Winona  
 Bradish, Mary J. . . . . Stewart  
 Brearley, Mattie L., Mrs. Geo. R. Thiss . .  
 . . . . . 1706 Clinton Ave., Minneapolis  
 Burke, Mary Catherine . . . . .  
 . . . . . 252 E. Sanborn St., Winona  
 Cady, Louva A. . . . . Sioux City, Iowa  
 Carroll, Teresa R. . . . .  
 . . . . . 413 20th Ave. S., Minneapolis  
 Chapman, Mattie E. . . . . Livingston, Mont.  
 Constantine, Hilma M. . . . . Red Wing  
 Cowan, Eva G. . . . . St. Anthony Park  
 Cowing, Ednah E. . . . . St. Paul  
 Crane, Laura A. . . . . Austin  
 Crosby, Jennie B. . . . . Northfield  
 Degnan, Maryann G. . . . . Minneiska  
 Densmore, Margaret L. . . . . Red Wing  
 Dixon, Edith D. . . . . Winona  
 Duval, Adele Helene . . . . . Andover, Mass.  
 Elmer, Minerva M. . . . . Chatfield  
 Eyford, Lena . . . . . Eyford, N. D.  
 Fawcett, Myrta . . . . . Stewartville  
 Fletcher, Helen Camp . . . . .  
 . . . . . 51 N. 15th St., Minneapolis  
 Freeman, Anna M. . . . . Chatfield  
 French, Avalin L. . . . . Dover  
 Gates, Josephine L., Mrs. J. Nicholas . .  
 . . . . . 360 Second Ave., Santa Barbara, Cal.  
 Gilbertson, Elvira S. . . . . Austin  
 Goar, Grace M. . . . . Chatfield  
 Gove, Mercy B. . . . . Red Wing  
 Gundlach, Lucy . . . . . White Bear  
 Gunz, Clara J. . . . . Austin  
 Guse, Carl F. H. . . . . New Auburn  
 Hammond, Effie L., Mrs. Earl Cranston . .  
 . . . . . Slayton  
 Hammond, Maud O. . . . . Winona  
 Hance, Clara M., Mrs. E. L. McCulloch . .  
 . . . . . Wykoff  
 Hander, Adeline Sophia . . . . . Murray, Utah  
 Hart, Katherine Inez . . . . . Austin  
 Hart, Kathline Irene . . . . . Austin  
 Hatfield, May L. . . . . Dover  
 Heberling, Margaret Madella, Mrs. Dr. J. S.  
 Phillips . . . . . Austin  
 Hedrick, Olive T. . . . . Kellogg  
 Heller, Rose . . . . . Cannon Falls  
 Heneghan, Annie Ethel . . . . . Rochester  
 Henry Belle . . . . . Grover  
 Herrick, Lela D. . . . . West Union, Iowa  
 Hillmer, Nonna, Mrs. Chester A. Bagley . .  
 . . . . . 57 W. Almeda St., Denver, Colo.  
 Hofteig, Winnie G., R. F. D. 1, Cottonwood  
 Holcomb, Lina A. . . . . Minneapolis  
 Holmes, Harvey R. . . . . Geneva  
 Howatt, Isabella, Mrs. M. R. Coulter . . .  
 . . . . . 411 Willard St., Mankato  
 Iilsley, Nellie Blanche, Mrs. O. Johnson . .  
 . . . . . 2253 Scudder Ave., St. Paul

- Ingraham, Grace E., Mrs. Robert Clendenen  
..... Fargo, N. D.
- Jacobi, Loveda Elizabeth..... Red Wing
- Jahnke, Clara Leah..... Dover
- Jellison, Minnie D.....  
..... 420 W. Oak St., Louisville, Ky.
- Johnson, Christine H., Mrs. George Meade  
..... 111 Island Ave., Minneapolis
- Johnson, Gena O..... Spring Valley
- Judson, Dora May..... Farmington
- Keenan, George Supt..... Warren
- Kemple, Robert L..... Arlington.
- Kingsford, Helen E..... Rushford
- Lewis, Zerelda Jane..... Two Harbors
- Lucas, Mabel H., 2428 Girard Ave. S., Mpls.
- Lynch, Alice E., Mrs. Leroy Atwell Fish...  
..... Cloquet
- Maland, Amelia..... Rushford
- Man, Helen G., Mrs. Chas. B. Blake.....  
..... 3216 W. 58th St., Seattle, Wash.
- McAdam, Margaret..... Bird's Island
- McAfee, Jane S., 12 E. 15th St., Minneapolis
- McDaniels, Effie May.....
- ..... 1813 Elliott Ave., Minneapolis
- McDermid, Clara Jane.....
- ..... 85 S. 13th St., Minneapolis
- McDonnell, Katherine Ruth, Mrs. Geo. W.  
Dulaney, Jr., 1801 Mt. Curve Ave., Mpls.
- McGuigan, William F..... Millville
- McKinster, Blanche H..... Anoka
- McLaughlin, Kate A., Mrs. R. Green.....  
..... Two Harbors
- McNeil, Clara, Mrs. F. W. Dobbyn, Madison
- Merrill, Waldo..... Sechlerville, Wis.
- Mickelson, Mary Olive..... Postville, Iowa
- Morgan, Henrietta, Hotel Waverly, Mpls.
- Murphy, Margaret A..... West Duluth
- Nagle, Alice G., Mrs. T. A. Shaw.... Witoka
- Neste, Julia..... Granite Falls
- Nye, Martha E..... Pleasant Grove
- Olmstead, Ella E., Mrs. E. L. Wallace....  
..... 3108 Hennepin Ave., Minneapolis
- Olson, Edith Marie..... St. Charles
- Olson, Elinore V., 2740 27th Ave. S., Mpls
- O'Rourke, Jeanette May..... Rocheste-
- Page, Grace M., 3228 Stevens Ave., Mpls.
- Parker, Owen W..... Bloomington
- Peterson, Ella M., 1101 Girard Ave. N., Mpls.
- Pietsch, Meta..... Appleton
- Porter, Mary L., 3929 Clinton Av, Minneapolis
- Rafferty, Nellie, Mrs. A. Farmer... St. Cloud
- Regan, Helen M..... Winona
- Reilly, Margaret E..... Austin
- Reinhard, Elsie S..... Missoula, Mont.
- Reinhard, Matilda M.....  
..... 2729 Blooming Ave., Minneapolis
- Rice, Nettie Belle..... Lewiston
- Richards, Emma Mabel, 32 Spruce Pl., Mpls.
- Richardson, Hannah C.....  
..... 916 16th Ave., S., Minneapolis
- Ring, Sadie B., Mrs. Wm. W. Arms.....  
..... 136 Riverside Ave., Owatonna
- Robinson, Agnes L., 726 E. 15th St., Mpls.
- Rodgers, Elva Carrie..... Houston
- Sammons, Grace G..... Winona
- Sanborn, Mabel L., Mrs. John Ferrell, Carver
- Sawyer, Marion L..... Atwater
- Schoonmaker, Katherine A., Galesville, Wis.
- Slocumb, Belle, Mrs. Arthur Hare .Deceased
- Spofford, Franklin V..... New Prague
- Staples, Blanche Estelle..... Stillwater
- Stearns, Maude M..... Graceville
- Stevens, Clara A., Mrs. Wm. F. Done...  
..... Fergus Falls
- St. John, Maude, Mrs. F. J. Werner.....  
6th Ave. and Spruce Sts., Rosewell, N. J.
- Taylor, Anna M., 3226 S. Humboldt, Mpls.
- Teague, Adele..... Helena, Mont
- Thompson, Jessie S., Mrs. N. P. Mantor...  
Tast Apartments, 15 26th St. E, Mpls.
- Totman, Eva E., Mrs. Geo. Beckwith....  
..... St. Ignatius Mission, Mont.
- Towey, Mary W..... Winona
- Toye, Mabel J., Mrs. Harry L. West, Deceased
- Trisler, Floy..... Deceased
- Trisler, Josephine..... Plainview
- Tucker, Winifred L., Mrs. H. E. Weiss....  
..... Zumbrota
- Turnquist, Anna S., 817 19th Ave. S., Mpls.
- Turnquist, Nellie, .. 817 19th Ave. S., Mpls.
- Unger, Louise O., 521 20th Ave. N., Mpls.
- VonRohr, Adella H. E., Mrs. Dr. W. F. C.  
Heise..... Winona
- Von Rohr, Elfrieda M., Mrs. A. Sauer, Winona
- Voswinkel, Lois E..... Tomah, Wis.
- Walton, Matilda K.....  
..... 3125 Columbia Ave., Minneapolis
- Walton, Nellie C., 3125 Columbia Ave., Mpls
- Way, Mabel..... Claremont
- Wedge, Ralph C..... Plainview
- Weed, Della Lione..... Spring Valley
- Wilklow, Laura A..... South Stillwater
- Wooley, Harriet I..... Utica
- Wright, Grace M..... Plainview
- Yerka, Elizabeth H..... St. Charles

## CLASS 1898

- Adams, Cynthia Emroy.....
- ..... 1215 17th Ave. N., Minneapolis
- Alen, Georgiana, Mrs. O. L. Chadwick ..  
..... R. F. D. 9, Rochester
- Anderson, Hannah..... Deceased
- Anderson, Laurine S..... Litchfield
- Arnold, Genevieve..... Howard, S. D.
- Bacon, Pearl D..... Faribault
- Batchelder, Maude E..... South Stillwater



- Bean, Effie L., 322 High Forest St., Winona  
 Bean, William J., Sioux Falls, S. D.  
 Bell, Pearl A., Branton  
 Berg, Bettie O., Mrs. Carl Lunde, Zumbrota  
 Blakeney, Nina, Stillwater  
 Bordson, Marie Christine, Parlier, Cal.  
 Bullard, Corinne V., Minneapolis  
 Callaghan, Mary, Farmington  
 Case, Ethel, 3002 Humboldt Av., Minneapolis  
 Champine, Jennie L., Plainview  
 Churchill, Nina May, 506 E. 5th St., Rochester  
 Clark, Blanche E.,  
     102 Chestnut St., Grand Forks, N. D.  
 Clark, Mary L., Canton  
 Clark, Myrtle E., Stillwater  
 Cogswell, Nellie M., Huron, S. D.  
 Colligan, Mary Rubina, Stillwater  
 Conary, Nellie B., 1518 E. Lake St., Mpls.  
 Cook, Jessie A., Mrs. Roy L. Smith, St. Charles  
 Cooper, Claire J., 310 6th St., So. Stillwater  
 Crane, May L., Mrs. M. S. Detweiler,  
     32 Ordlin Ave. S. E., Minneapolis  
 Crawford, Blanche Leona,  
     912 6th Ave. S., Flat 5, Minneapolis  
 Davis, Ida L., Deceased  
 Davis, Wilametta Maude, Elk River  
 Diddams, Charlotte M., LeRoy  
 Dorsey, Anna E., 2811 9th Ave. S., Mpls.  
 Dryg, Annette E., 2112 S. 4th St., Minneapolis  
 Dunbar, Emma L., Austin  
 Fanset, Josephine A., Watertown, S. D.  
 Farnam, Josephine E., La Crosse, Wis.  
 Field, Hanna M., 3004 E. 25th St., Minneapolis  
 Finseth, Amelia, Kenyon  
 Forster, Mada Marie, Winona  
 Getchell, Esther M., White Salmon, Wash.  
 Gilliland, Nellie, Mrs. E. D. Tirrill,  
     Index, Wash.  
 Gilman, Harriette S., Sauk Center  
 Hacker, Henry L. C., Highland, Wis.  
 Hall Bird J., Plainview  
 Hawks, Ada E., Spring Valley  
 Hoff, Selma C., Zumbrota  
 Horne, Grace M., McGregor, Iowa  
 James, Mary L., Redlands, Cal.  
 Jenkins, Leona, Dubuque, Iowa  
 Johnson Charlotte, Mrs. H. W. Reed,  
     Long Prairie  
 Johnson, Dora H., Rushford  
 Johnson, Mrs. Lena Stone, LaCrosse, Wis.  
 Johnson, Nora Elsie, Elgin  
 Jones, Mary Louise, 303 W. Sanborn, Winona  
 Kauphusman, Helen M., Wyattville  
 Kimball, Julia E., Mantorville  
 Kirkland, Grace, Concord  
 Less, Margaret C., Red Wing  
 Lenvig, Bessie C., 1006 Nicollet Ave., Mpls.  
 Lowry, Edith B., Austin  
 MacKusick, Genevieve, Mrs. Walter Wilson  
     Freemont Ave. and 46th St., Minneapolis  
 MacKusick, Ruth E., Mrs. Paul Johnson,  
     Hennepin Court, Hennepin Ave., Mpls.  
 Madden, Adeline E., Minnehaha Park,  
     2638 Third Ave. So., Minneapolis  
 Major, Jennie M.,  
     752 Hubbard St., Milwaukee, Wis.  
 Mann, Hattie E., Litchfield  
 Marin, Adelaide L., Crookston  
 Marshall, Mabel E., 81 Lyndale Av. N., Mpls.  
 Maxwell, Alice, Deceased  
 McAdams, Margaret, Blooming Prairie  
 McKenzie, Annabel, Wabasha  
 McNewn, Clara, Deceased  
 Morrison, Margaret Edna, Beulah, Iowa  
 Myrtetus, Jessie L., Wabasha  
 Nolan, Mary A., Stillwater  
 Oppel, Winnie, Mrs. W. A. Kingston,  
     318 W. Second St., Duluth  
 Oswald, Marie Belle, Luverne  
 Palmby, Mary, Witoka  
 Parker, Mary Adeline,  
     1607 4th St., S. E. Minneapolis  
 Parsons, Edna J., Stillwater  
 Peyton, Mary E., Newport, Idaho  
 Porter, Mary Luce, 3929 Clinton Ave., Mpls.  
 Reed, Bonnybelle, Mrs. J. J. Ablett,  
     114 S. 10th St., La Crosse Wis.  
 Relyea, Norma Jane, Taylor, Wis.  
 Riemenschneider, Emma L.,  
     3 E. 17th St., Minneapolis  
 Rigley, Henrietta, Address unknown  
 Roney, Catherine L., Stillwater  
 Rutledge, Elizabeth C., Sparta, Wis.  
 Ryan, Margaret A., Mrs. J. J. Donnelly,  
     Herbert, Saskatchewan  
 Sandberg, Mathilda,  
     1010 23rd Ave. S. E., Minneapolis  
 Seese, Luella M.,  
     2635 Dupont Ave. N., Minneapolis  
 Shaver, Kate S., Minnetonka Mills  
 Slavin, Mary E., 406 Bridge St., Austin  
 Stanchfield, Lois H.,  
     1231 Chestnut Ave., Minneapolis  
 Strouse, Catherine E., Winona  
 Talbot, Alta, St. Charles  
 Therkildsen, Sophia M.,  
     2930 Franklin Ave., Minneapolis  
 Thompson, Clara, La Crosse, Wis.  
 Timberlake, Ethel Alice, Mrs. Will Hayes  
 Laird, 275 W. Broadway, Winona  
 Tully, Helen E., 3236 Holmes Av., Minneapolis  
 Van Antwerp, Minnie May, Sparta, Wis.  
 Wallace, Albert A., Stillwater  
 Weitzel, Catherine F., 334 E. 17th St., Mpls.  
 Whitaker, Frances A., Mrs. Lyman Branden-  
     berg, Deceased



Williams, Winnie, Mrs. A. E. Karpe, Faribault  
 Wooley, Mary L. .... Custer  
 Youngdahl, Clara. .... 709 Main St., Red Wing

## CLASS OF 1899

Alnes, Bertha Marie, 1516 Nicollet Ave., Mpls.  
 Alterton, E. Margaret, .....  
 ..... 2645 S. Humboldt Ave., Minneapolis  
 Anderson, Clara A. .... La Crosse, Wis.  
 Anderson, Esther. .... Red Wing  
 Anderson, Lora M. .... Kasson  
 Anderson, Olena. .... Winona  
 Baehr, Anna Emily. ....  
 ..... 1518 Fremont Ave. N., Minneapolis  
 Bartlett, Edith Maude. .... Wykoff  
 Baumann, Wilhelmine, 91 Ash St., Minneapolis  
 Belin, Selma Christine. ....  
 ..... 613 Potter St., Red Wing  
 Bell, Katherine C., Mrs. C. O. Goss. ....  
 ..... 1208 E. Nora Ave., Spokane, Wash.  
 Berry, Daisy G. .... Dakota  
 Bloom, Julia S. .... Crookston  
 Bonham, Mary D. .... Zumbrota  
 Bren, Rosalia Olive. .... Hopkins  
 Bresky, Eleanor H., 1909 1st Ave., S. Mpls.  
 Brown, Mary Sedate. .... Albert Lea  
 Browning, Clara May. .... Elgin, Ill.  
 Buehler, Anna, .. 434 Main St., Minneapolis  
 Buggs, William A., Supt. .... Winona  
 Burgess, Tanye G. .... Austin  
 Burke, Mary C. .... Winona  
 Buswell, Mary Eunicia. .... Santa Anna, Cal.  
 Callahan, Anna, Mrs. Dr. Voelker, Alexandria  
 Calhoun, Eliza B. .... Mantorville  
 Campbell, Elizabeth M. ....  
 ..... 2109 Chicago Ave., Minneapolis  
 Canfield, Harry E. .... Hatton, N. D.  
 Carlson, Oscar. .... Preston  
 Cole, Jessie. .... Red Wing  
 Conlin, Rosana A., Mrs. Jas. Fitzgerald. ....  
 ..... Owatonna  
 Cook, Harry Moreland. ....  
 ..... 607 Forest Ave., Ypsilanti, Mich.  
 Corbitt, Edith. .... Spring Valley  
 Corbitt, Ethel. .... Spring Valley  
 Corneveaux, Alice S. .... Austin  
 Coulter, M. Etta. .... Grand Forks, N. D.  
 Cowing, Catherine Flora, Mrs. Malcolm T.  
 Weikle. .... Pelican Rapids  
 Crose, Tillie F. ....  
 Crotty, Ellen M., 2551 Bloomington Av., Mpls.  
 Day, Grace A., Care of Bryant School, Mpls.  
 Davis, Ida, Mrs. F. H. Wilson, Redwood Falls  
 Dowling, Nessie B. .... St. Charles  
 Dresser, Mabel Agnes. .... Center, N. D.  
 Drost, Hillegonda. .... Austin  
 Duncan, Margaret L. .... Stillwater  
 Dunn, Dora A., Mrs. Dora Woodruff, Chatfield

Ellingsen, Amanda E. .... Red Wing  
 Ellison, Octavia Pearl. .... Waverly, Iowa  
 Emery, Nina Blanche. .... Pine Island  
 Evans, Gertrude Lucile. .... Deceased  
 Fahy, Louise Genevieve. .... Hastings  
 Fawcett, Jessie Edna. ....  
 ..... 720 E. Franklin Ave., Minneapolis  
 Gearhart, Frances W. .... Elk River  
 Geesie, Jennie Pauline (Married). ....  
 ..... Address unknown  
 Gibson, Daniel P. .... Centerville, Wis.  
 Gowen, Alice Catherine. .... Stillwater  
 Graden, Christopher J. .... Deceased  
 Graling, Alice E. .... Cherry Grove  
 Gray, Blanche Catherine, Mrs. Welcome. ....  
 ..... Welcome  
 Hall, Frances Elizabeth. .... Plainview  
 Hall, Mary Manston. .... Rochester  
 Hall, Ruth Lois. .... Stillwater  
 Haney, James Frank. .... Britton, S. D.  
 Hanna, Mary T., Mrs. F. L. Stoudt, Hastings  
 Harper, Jessie M., 615 Rice St., Stillwater  
 Hart, Frances W. .... Flandreau, S. D.  
 Harvey, Winnie E., Mrs. E. Drysdale, Waseca  
 Hehr, Myra L. .... New Duluth  
 Hendee, Pearl Beatrice, Mrs. A. G. Kingsley  
 ..... Winona  
 Hillmer, Elsie C., Mrs. A. G. Meile, New Ulm  
 Hirsch, Robert W. .... New Ulm  
 Hooper, Mary Phyllis. ....  
 ..... 3126 Penn. Ave. N., Minneapolis  
 Hosley, Alma M. .... La Crosse, Wis.  
 Houlton, Florence. .... Elk River  
 Houston, Laura May. .... Kasson  
 Husby, Eliza C. .... Reeds Landing  
 Hussey, Anna H. .... Kasson  
 Jacobson, Ida M., 830 Hennepin Ave., Mpls.  
 Jacobson, Marie, 830 Hennepin Ave., Mpls.  
 Jefferson, Alice Mathilda. .... Owatonna  
 Johnson, Anna C. .... 613 19th Ave. S., Mpls.  
 Johnson, Clara A. .... Wabasha  
 Jones, Margaret J. .... Fairmont  
 Jordan, John Henry. .... Ditter  
 Jordan, Michael A. .... Waverley  
 Keith, Cora M. .... Lake City  
 Kennedy, Emma Luella, Mrs. Bert Roberson  
 ..... Lake City  
 Kirk, Elizabeth. .... Faribault  
 Kraft, Anna Maria, Mrs. Oscar Schutz. ....  
 ..... 3424 3d Ave. S., Minneapolis  
 Krueger, Charlotte, Mrs. F. Mortimer Merigold  
 ..... 1920 1st Ave. S., Minneapolis  
 Kumm, Bertha M. .... Spring Valley  
 Lamey, Jane. .... Billings, Mont.  
 Leavitt, Emma Marie. ....  
 ..... 217 8th Ave. S. E., Minneapolis  
 Lehmann, Florence. .... Northwood, N. D.  
 Lewis, Antoinette A. .... Sparta, Wis.

Libby, Katie Belle.....Mapleton  
 Little, Mabel J., Mrs. Walter Crawford...  
     .....Chung King, West China  
 Looney, Susan M.....Dakota  
 Macomber, Elizabeth W.....Anoka  
 Maland, Hulda M.....Rushford  
 Marion, Mrs. Agnes Scott.....Sparta, Wis.  
 Marsh, Edna L., Mrs. Tosten E. Dybdal...  
     .....Elbow Lake  
 Marshall, Sarah R., 525 56th Ave., New Duluth  
 Mathews, Acsie Olive.....Mazeppa  
 Mathews, Mrs. Lois Kimball, Pasadena, Cal.  
 McCallan, Anna E.....Stillwater  
 McCarthy, Mary Margaret.....  
     .....713 South Third St., Stillwater  
 McCourt, Katherine Teresa.....  
     .....504 10th St. S., Minneapolis  
 McDonald, Margaret M.....Helena, Mont.  
 McLennan, Margaret H.....  
     .....3707 Blaisdell Ave., Minneapolis  
 McKinster, Florence Mary.....Anoka  
 McKinstry, Margaret S.....Red Wing  
 McNeal, Agnes M.....Litchfield  
 Minrow, Annette.....San Diego, Cal.  
 Moren, Eurena C., 2517 Garfield Ave., Mpls.  
 Mullaney, Ellen Cecilia.....Caledonia  
 Myrtetus, Margaret A.....Wabasha  
 Nelson, May Julia.....Kasson  
 Nettleton, Lulie May.....  
     .....2018 Hennepin Ave., Minneapolis  
 Nodine, Gertrude A.....Sparta, Wis.  
 Peirce, Mabel Gertrude.....Faribault  
 Petran, Marian V.....  
     .....29 Washington Ave. S., Minneapolis  
 Pletke, Flora Margaret.....  
     .....179 E. Wabasha St., Winona  
 Powell, Myrtle.....Hutchinson  
 Pratt, Anna.....Neligh, Neb.  
 Reid, Aletha, Mrs. Dr. H. Woutat.....  
     .....Grand Forks, N. D.  
 Reinert, Julie.....Rushford  
 Richardson, Bernice S., Mrs. C. C. Adams  
     .....Foley  
 Rise, Mathilda B.....Rushford  
 Robinson, Harriet, 2720 Elliot Ave., Mpls.  
 Rutledge, Winifred.....St. Charles  
 Ryan, Estelle Evarista.....McGregor, Iowa  
 Schmidt, Eliza. C., 710 W. 3rd St., Faribault  
 Schmit, Elizabeth C.....St. Charles  
 Scott, Helen Elizabeth.....Theilman  
 Skoog, Elizabeth.....Red Wing  
 Skoog, Lillian A.....Red Wing  
 Steichen, Leona, Mrs. John Walch.....Elgin  
 Stevens, Alberta Edna.....Duluth  
 Storms, Gertrude E.....Anoka  
 Swain, Frances Lucy.....Winona  
 Taylor, Olive.....Hampton, Ia.  
 Telfair, Nellie May, 2519 13th Ave. S., Mpls.

Thaxter, Edna C., 1310 32d Ave. N., Mpls.  
 Urquhart, Susie H.....  
     .....2615 S. Emerson Ave., Minneapolis  
 Vance, Grace F., Mrs. John Redding, Houston  
 Vaughan, Cecilia Mary.....Eyota  
 Waldmann, Caecilia.....  
     .....2720 18th Ave. S., Minneapolis  
 Webb, Abigail B.....Austin  
 Webb, Sarah, 3316 Portland Ave., Minneapolis  
 Wedge, Nellie May, Mrs. Will Jackson, Dawson  
 Weitzel, Esther T., 334 E. 17th St., Mpls.  
 Whetstone, Jessie Maude, Mrs. C. W. Bur-  
     roughs, 483½ Frederick Ave., Milwaukee, Wis  
 White, Bessie.....McGregor, Iowa  
 Woods, Lucy Katherine, Cannon City, Colo.

## CLASS OF 1900

Allen, Ethel L.....Watertown, S. D.  
 Angst, Edda M., 141 Highland Ave., Mpls.  
 Archibald, Lucretia W., Mrs. O. M. Bots-  
     ford.....Winona  
 Balch, Helen (Married), 3205 2nd Ave., Mpls.  
 Blake, James B.....  
     .....523 Prospect Ave., Milwaukee, Wis.  
 Boyd, Emily A.....St. Charles  
 Brooks, Bertha H., Mrs. B. MacKnight.....  
     .....418 S. Spring St., Sioux Falls, S. D.  
 Brooks, Margaret M.....Worthington  
 Brown, Alice D., Mrs. Chas. F. Buck.....  
     .....Britton, S. D.  
 Brown, Grace D.....Sparta, Wis.  
 Buggs, Supt. Wm. A.....Winona  
 Burdick, Mary E.....Mantorville  
 Cady, Harold Otten.....  
     .....342 Home Ave., Oak Park, Ill.  
 Cameron, Jennie.....Dundas  
 Cameron, Sadie L.....  
     .....1605 Harvard Ave., Seattle, Wash.  
 Clark, Maude R., Mrs. Chas. E. Behner...  
     .....Newton, Iowa  
 Cleveland, Bertha E.....  
     .....118 N. 9th St., La Crosse, Wis.  
 Clausen, Anna E.....Winona  
 Converse, Lula R.....Sparta, Wis.  
 Cumberland, Elizabeth.....West Concord  
 Cumberland, Margaret.....West Concord  
 Davis, Elizabeth Ida, (Married)....Marshall  
 Dobbin, Lucy A., 2507 N. Emerson Ave., Mpls.  
 Doherty, Nellie B.....Byron  
 Dow, Grace J., Mrs. Arthur Wing.....  
     .....Seattle, Wash.  
 Dunn, Anna M.....Waseca  
 Emery, Cleon.....Ogilvie  
 Engberg, Stella E.....Red Wing  
 Evarts, Arrah B.....Mantorville  
 Farmer, Grace.....Owatonna  
 Felber, Louise T.....McGregor, Ia.  
 Fiske, Kate L.....Marshall  
 Flanagan, Mary B.....459 Harriet, Winona

French, Emily, Mrs. Wm. M. Peake, Plainview  
 Gable, Mabel E., 712 Cass St., LaCrosse, Wis.  
 Garlock, Florence D., ..... Virginia  
 Ghostley, Ella B., ..... Champlin  
 Grae, Thorn E. 692 Franklin Ave. Astoria, Ore.  
 Hartung, Clara L., ..... Seattle, Wash.  
 Hawthorne, Alice G., 241 Prescott St., St. Paul  
 Hegel, Edith, 1310 7th St. So., Minneapolis  
 Holt, Cora M., 1408 7th St. S. E., Minneapolis  
 Howard, Ethel M., ..... Lake City  
 Jackson, Clara, ..... Sparta, Wis.  
 Johnson, Amanda I., ..... Rochester  
 Johnson, Genevra, ..... Sparta, Wis.  
 Johnson, Hanna B., ..... Waseca  
 Johnson, Jennie, ..... Red Wing  
 Jones, Marguerite, ..... Blue Earth  
 Lafky, Frederick J., ..... Lewiston  
 Lake, Mildred, Mrs. Wm. Schoffman, St. James  
 Lockhart, Harriet M., ..... Milbank, S. D.  
 Loffnes, Amanda, ..... Missoula, Mont.  
 Loughrey, Peter F., .....  
 Ludwig, Otto P., ..... Idaho Falls, Idaho  
 Mahlow, Rose J., ..... Kirkhoven  
 Marsh, Ida B., ..... Coeur d'Alene, Idaho  
 McAllister, Mary, Mrs. G. J. Kandy, ....  
 ..... Grand Rapids, Wis.  
 McCool, Genevieve, 17 W. 15th St., Mpls.  
 McGrath, Helen, ..... Houston  
 McIntyre, Etta J., ..... Sparta, Wis.  
 Minard, Adah E., 321 6th St., Watertown, S.D.  
 Moore, Jessie M., Mrs. A. L. Hearn, Virginia  
 Murphy, Clara M., ..... Winona  
 Nelson, Esther, ..... Red Wing  
 Nelson, Louise, ..... Langdon, N.D.  
 Olson, A. Emilie, ..... Spokane, Wash.  
 Olson, Lillian M., ..... Kasson  
 O'Shanghnessey, Catherine I., .....  
 ..... 703 S. 3rd St., Stillwater  
 Paine, Alice M., .....  
 ..... Ethical Culture School, New York City  
 Patchin, Elizabeth B, Mrs. Elizabeth Mon-  
 nett, ..... Dayton, Wash.  
 Perkins, Maud, ..... Houston  
 Phillips, Jennie C., 2120 5th Ave. S., Mpls.  
 Pringle, Louisa, 20 Acorn St., Muskegon, Mich.  
 Ramsdell, Mabel, 1823 16th Ave. S., Mpls.  
 Ray, Jessie F., ..... Galesburg, Ill.  
 Reith, Ella L., Mrs. F. Peterson, Lake City  
 Richardson, Mabel, Mrs. Mabel Bryant, ....  
 ..... Clarkston, Wash.  
 Rigley, Henrietta, ..... Milford, Mass.  
 Riley, Mabel M. (Married), Lakefield  
 Roche, Josephine M., ..... Duluth  
 Rohrer, Helen C., ..... Kasson  
 Rowe, Anna M., ..... Winona  
 Seeley, Ruth S., ..... Lake City  
 Servick, Clara J., ..... Red Wing  
 Shorrock, Harriet M. (Married), Northfield

Stobbs, Blanche M., Mrs. Squire E. Jones, ..  
 ..... Duluth  
 Stone, Helen M., ..... St. Peter  
 Sumner, Bernice, ..... Blue Earth  
 Sutton, Gertrude N., ..... Stillwater  
 Theisen, Clara M., ..... Minneapolis  
 Tibesar, John A., ..... Minneiska  
 Tigen, Minnie D. Mrs. Wm. Thompson, ...  
 ..... Mandan, N. D.  
 Van Eman, Ethel, ..... Great Falls, Mont.  
 Van Vliet, Ethel M., ..... Northfield  
 Wagenhals, Clara J., .....  
 ..... 2117 N. Dupont Ave., Minneapolis  
 Walter, Nellie G., ..... Lake City  
 Wartinbee, Martha V., ..... La Crosse, Wis.  
 Wick, Christie, Mrs. William Schroeder, ..  
 ..... Worthington  
 Wilkins, Sophia, Mrs. C. C. Brosig, .....  
 ..... 1105 Curtis St., Winona  
 Willson, Ida, ..... Houston  
 Williams, Martha, Mrs. E. M. Blake, .....  
 ..... Terre Haute, Ind.  
 Wooley, Benjamin, ..... Utica  
 Yahr, Cora, 2427 Cedar Ave. So., Minneapolis  
 York, Jennie A., Mrs. James H. Smith, ...  
 ..... Lansing

## CLASS OF 1901

Akesson, Anna, ..... Litchfield  
 Allen, Nellie Mae, Mrs. W. A. Robertson, ..  
 ..... 726 Monroe St., Chicago, Ill.  
 Anderson, Mabel, ..... Red Wing  
 Arenson, Edith Rivah, .....  
 ..... 1714 Portland Ave., Minneapolis  
 Ascott, Carrie Crescent, Mrs. Wm. Kotvis  
 ..... Sparta, Wis.  
 Baldwin, Grayce Mildred, .....  
 ..... 131 E. 14th St., Flat 6, Minneapolis  
 Ballard, Huldah, ..... Jackson  
 Barr, Ella May, ..... Hobson  
 Beach, Bessie Kathrina, Sioux City, Iowa  
 Beach, Eva Muir, ..... Sioux City, Iowa  
 Benson, Gudrun, ..... Red Wing  
 Berg, Abigail, ..... Houston  
 Bowden, Margaret Anna, Spring Valley  
 Bradt, Bessey M., Mrs. Grove Wilson, ...  
 Brevig, Ena Alma, ..... Hancock  
 Bridgman, Josephine Blanche, .....  
 ..... 3239 Portland Ave., Minneapolis  
 Brown, Lucy, ..... Stillwater  
 Bullan, Clara Estelle, Mrs. Ernest E. Han-  
 na, ..... N. Yakima, Wash.  
 Carlson, Mabel L., ..... St. Peter  
 Chandler, Mabel Florence, ..... Austin  
 Christopher, Mabel Elizabeth, .....  
 ..... 12 E. 27th St., Minneapolis  
 Connell, Katherine J., ..... Waterville  
 Cook, Grace Raymond, ..... Utica  
 Cronon, Daisy Grace, .....



- Cronon, Mary Angela.....Austin  
 Daniels, Jessie Reid...Rock Island, Texas  
 Davis, Henryetta.....Dover  
 Delano, Lila Marie...31 The Premier, St. Paul  
 Doell, Mamie A., 4719 Cooke St., E. Duluth  
 Donald, Mary Elizabeth.....Canton  
 Dow, Sarah M., 1305 Hawthorn Ave., Mpls.  
 Dwyer, Mary Audelle, Mrs. Frank E. Mc-  
   Aboy.....Missoula, Mont.  
 Ebersold, Mollie.....Wabasha  
 Emerson, Marjorie.....West Duluth  
 Enderlein, Elsa E.....Winona  
 Filewood, Mary.....Tower  
 Flahavan, Teresa Leo.....  
   .....2531 16th Ave. So., Minneapolis  
 Fletcher, Lydia Eudora, Mrs. William A.  
   McIntyre.....Langdon, N. D.  
 Flower, Jenny Lewis, 817 4th Ave. S., Mpls.  
 Fraser, Jennie F.....Eveleth  
 Gage, Maud P. E.....Winona  
 Gahagan, Lillian M.....Tacoma, Wash.  
 Gallup, Julia Anna...Rio Pirdeas, Costa Rico  
 Gerrish, Olive May.....St. Charles  
 Goodnow, Grace Greenwood...Hutchinson  
 Grafton, Florence Stanley, Mrs. Jack Bur-  
   gess.....3315 Humboldt Ave. S., Mpls.  
 Gray, Anna Duffus.....Lake City  
 Gray, Helen.....Kamiah, Idaho  
 Grover Edith Cornelia, Mrs. E. M. Batson  
   .....Sisseton, S. D.  
 Hall, Adella Mae.....Le Roy  
 Hall, Jeanette.....Austin  
 Hanson, Emma Katherine.....Owatonna  
 Hoffman, Jessica Ariette...Elkpoint, S. D.  
 Hogue, Grace B.....Sparta, Wis.  
 Hoorn, Lydia Marie.....Red Wing  
 Hubbell, Helen Eliza.....  
   .....168 E. Broadway, Winona  
 Hussey, Grace Edith.....Kasson  
 Jacob, Nellie Edna.....La Crosse, Wis.  
 Johnson, Ada L., Mrs. L. E. Harrington...  
   .....4226 Wentworth Ave. S., Mpls.  
 Johnson, Esther Evalda.....Lake City  
 Johnson, Hannah M.....Taopi  
 Joslyn, Bertha Mary.....Sargeant  
 Kanne, Lydia M.....Waterville  
 Kendall, Sara Elizabeth.....Kasson  
 Kimball, Florence.....  
   .....317 Harvard St., S. E., Minneapolis  
 Kjelland, Gertrude Olson.....Grover  
 Kluge, Charlotte Amelia, Mrs. Frank Pop-  
   ham.....Charleston, Ill.  
 Larson, Valborg M.....Harmony  
 Leaming, Mary M.....  
   .....816 4th Ave. N., Great Falls, Mont.  
 Loe, Eliza Serene, 329 Oak St. S. E., Mpls.  
 Loucks, Frances Lucile (Married)...Austin  
 Love, Bessie Elizabeth.....Preston  
 Lundquist, Gena Elvira.....Red Wing  
 Lynch, Edith May.....Zumbro Falls  
 MacDonald, Louise.....  
   .....226 West Ave., La Crosse, Wis.  
 MacMartin, Elsie.....Jackson  
 MacMillan, Kathryn V.....Winona  
 Malven, Marie Marion, Mrs. Charles Sains-  
   bury.....Huron, S. D.  
 Mathewson, Emeline S.....Kasson  
 McAdam, Agnes.....Blooming Prairie  
 McGandy, Maude M.....Marshall  
 McGowin, Elizabeth.....Litchfield  
 Medbury, Mabel A., Mrs. H. D. Mudgett...  
   .....1024 S. Wyoming St., Butte, Mont.  
 Meyers, Bertha Berdina, Three Rivers, Mich.  
 Miles, Worel C.....Lakeville  
 Miller, Edith Marie.....  
   .....560 N. Wilson Ave, Pasadena, Calif.  
 Minor, Frances A.....Retreat, Wis.  
 Mitchell, Kathryn Aline, Mrs. H. G. Pere-  
   grine...1157 E. Lynn St., Seattle Wash.  
 Monson, Mary.....Renville  
 Morford, Gertrude Mabel.....Havana  
 Mowbray, Hope Wilfred.....Winona  
 Mowbray, Mae, Mrs. Karl H. Hoorn.....  
   .....Brainerd  
 Myhre, Lillian Alphild, Mrs. Chas. Schaim  
   .....Winona, c. o. Mrs. Waldemar Putsch  
 Neiheisel, Ella H., Mrs. Henry Umbreit...  
   .....Plainview, R. F. D. No. 2  
 Nelson, Axel Edwin.....Kennebec, Wash.  
 Nelson, Christine.....Grove City  
 Oestern, Rosa M.....Luverne  
 Olson, Agnes Nathalia.....Red Wing  
 Olstad, Clara Margaret.....  
   .....2212 9th St. S., Minneapolis  
 Owens, Mabel Ione, Mrs. Mabel Owens  
   Thrasher...Humboldt or Perre, S. D.  
 Page, Etta May, 1814 E. Lake St., Minneapolis  
 Page, Margaret C., Mrs. Harry Sherwood...  
   .....Twin Brooks, S. D.  
 Pentony, Winefred.....Redwood Falls  
 Porcher, Maria Ravenel.....  
   .....2425 1st Ave. S., Minneapolis  
 Powell, Fanny Elizabeth.....  
   .....900 Main St., La Crosse Wis.  
 Reich, Minnie Matilda...545 Lincoln, Winona  
 Reid, Mabel Elsie.....Red Wing  
 Riedell, Mary Adaline, 3242 2nd Ave. S., Mpls.  
 Rise, Clara.....Rushford  
 Ristey, Supt. Samuel.....Caledonia  
 Robinson, Carrie Valentine, Trempealeau, Wis.  
 Roe, Myrtle Genevieve, 426 Olmstead, Winona  
 von Rohr, Lucy Emily.....Winona  
 Rothrick, Henry B.....Avoca  
 Rowe, Clara.....Elk Point, S. D.  
 Rowe, Mina Pear, Mrs. J. F. Fraser.....  
   .....218 7th St., Logansport, Ind.



Sheridan, Margaret Maud.....Dexter  
 Simon, Gertrude Eleanor, Mrs. Geo. Welch  
 ....Room 206, c. o. State Capitol, St. Paul  
 Soule, Clarice Nona, Mrs. O. B. Axtell....  
 .....Mellette, S. D.  
 Sowle, Maude Iva.....Hutchinson  
 Stack, Nora.....Winona  
 Starr, Mabel Emma, Mrs. Fred W. McFar-  
 land.....Sansarc, S. D.  
 Sterner, J. Mabel, Mrs. Donald Babcock....  
 .....Spokane, Wash.  
 Sterrett, Margaret Hahn.....  
 .....2309 S. Girard Ave., Minneapolis  
 Stewart, Luella Ruth, Mrs. Luther G. Watts  
 .....Byron, R. F. D. No. 1  
 Stromme, Minnie Otelia.....  
 .....600 21st Ave. So., Minneapolis  
 Stuart, Louise Lyon.....Chatfield  
 Sullivan, Mary T.....Kellogg  
 Sutton, Honora J.....Alexandria  
 Tagland, Lela Bessie.....Rushford  
 Thoires, Florence L.....Wabasha  
 Unseth, Pauline J.....Westby, Wis.  
 Wallace, Emma Frances.....Mt. Lake  
 Watson, Eva Genevieve, Mrs. Eva Lynch.  
 .....2180 W. 95th St., Cleveland, Ohio  
 Webb, Mary Henrietta, Mrs. M. W. Matte-  
 check.....Mapleton  
 Weller, Maud Gertrude, Mrs. Scott Laird....  
 .....Winona  
 Welshons, Myra Eugenia.....Hastings  
 Wentz, Anna.....Red Wing, R. F. D. No. 8  
 Wheeler, Mabel Maria.....  
 .....2503 Aldrich Ave., Minneapolis  
 Whitacre, Mertis Belle....Mt. Pulaska, Ill.  
 Whitmore, May Belle, Mrs. Bn Wheeler....  
 .....Duluth  
 Whitmore, Ethel Rae.....Etna  
 Yolton, Marietta.....Chamberlain, S. D.  
 Zeidler, Richard.....Fennimore, Wis.

## CLASS OF 1902

Adams, Clara Myrtle, Mrs. Albertus Ed-  
 wards.....Redwood Falls  
 Alden, Ruth....2218 Ilion Ave., Minneapolis  
 Allen, Mary Gertrude.....Red Wing  
 Allenson, Hulda Eliza.....Stillwater  
 Anderson, Aleta.....Winona  
 Anderson, Clara....255 E. Mark St., Winona  
 Austin, Grace E.....Hastings  
 Barlow, Charlotte.....Albert Lea  
 Bates, Bertha May.....St. Louis Park  
 Bates, Irene Centennial....St. Louis Park  
 Batson, Mabel Agnes.....Pine Island  
 Bauer, Marie Katherine.....Owatonna  
 Bay, Selma Lorena.....Montevideo  
 Birkebak, Anna R.....Hutchinson  
 Blackmer, Nevada, Mrs. Austin G. Johnson  
 .....P. O. Box 613, Two Harbors

Bleifuss, Ella M.....Stewartville  
 Bloom, Ada Permelia.....Stillwater  
 Bohn, Clara E., Mrs. E. R. Thorson.....  
 .....579 Carroll St., St. Paul  
 Brace, Bessie, Mrs. G. B. Birch, Muscatine, Ia.  
 Brown, Edith Marie.....Le Roy  
 Bullene, Grace, Mrs. Geo. C. Rice..Lewiston  
 Burke, Agnes Harriet, 252 E. Sanborn, Winona  
 Busch, Bertha Cecilia.....Red Wing  
 Bush, Carrie May.....  
 .....1119 6th St. S. E., Minneapolis  
 Bush, Ethel Estelle.....  
 .....1119 6th St. S. E., Minneapolis  
 Buswell, Alma Theresa.....Winona  
 Buswell, M. Eunice.....Winona  
 Cary, Myrtle Margaret.....La Crosse, Wis.  
 Charles, Nellie W.....Faribault  
 Coleman, Avanelle E., Mrs. Clarence E.  
 Tearse.....Deceased  
 Condon, Elizabeth Coppinger.....  
 .....1519 Linden Ave., Minneapolis  
 Courtney, Floy Wilma, Mrs. Geo. A. Plum-  
 mer.....Cresco, Iowa  
 Cullyford, Mary Oliver, Mrs. Mary Cullyford  
 Walker....Hotel Euclid, Superior, Wis.  
 Curley, Helen J.....Red Wing  
 Curtis, Mary Eugenia.....Winona  
 Danielson, Ada E.....Red Wing  
 Desso, Lucy Maude, 1413 Bush St., Red Wing  
 Doig, Minnie M., Mrs. Donald Hupp.....  
 .....36 Spruce Place, Minneapolis  
 Drohan, Gertrude....337 E. 16th St., Mpls.  
 Duffy, Rosa M.....Ross, N. D.  
 Dunbar, Mildred May.....La Crosse, Wis.  
 Ebel, Clare Agnes....2801 5th Ave. S., Mpls.  
 Engelhart, Alice Louise.....Sheldon  
 Erickson, Henrietta Charlotte....Lake City  
 Extrand, M. Mathilda.....White Bear  
 Fahy, Grace Martha.....Hastings  
 Farnham, Elsie Maud.....Milbank, S. D.  
 Fitzpatrick, Mary Gertrude.....Winona  
 Flanagan, Kathryn Elizabeth.....Winona  
 Forster, Ivy Isabella.....Winona  
 Freeze, Bessie Laura.....Winona  
 George, Gertrude Kate (married)....Winona  
 Gilbertson, Frances Marcella, Mrs. Wm.  
 Masteller.....Bird Island  
 Goss, Florence May.....Anoka  
 Gould, Corabelle (married)....Minneapolis  
 Goven, Celia V, Mrs. John Czapiewski, Winona  
 Grant, Emma J.....Stillwater  
 Greene, Nellie Maria.....Chatfield  
 Guden, Theodore George.....Smithfield  
 Haldeman, Grace.....St. Paul  
 Harris, Jane Marquis.....  
 .....2120 Portland Ave., Minneapolis  
 Hartman, Laura.....Hutchinson  
 Hawley, Delia.....Robbinsdale  
 Hennessy, Mabel Alice, Mrs. Albert Barry..

- .....Everett, Wash.  
Higgins, Mary M.....Winona  
Holtz, Jennie Florence.....Rochester  
Horne, Margery B.....McGregor, Iowa  
Horton, Lynna Ephobe.....Spring Valley  
Hyslop, Ida Maud.....Hudson, Wis.  
Jones, Elizabeth M., 2732 16th Ave. S., Mpls.  
Jones, Harriet A., 3236 Harriet Ave., Mpls.  
Jones, Winona.....Salt Lake City, Utah  
Karn, Mary Sarah.....Winona  
Kelly, Elizabeth Amelda.....Austin  
Kenevan, May Agnes.....Austin  
Killeen, Ursula.....Lake City  
Kindley, Lydia Avilde.....Red Wing  
Kneubuhl, Emily, 1712 S. Dupont Ave., Mpls.  
Krumdick, Elsie.....  
.....1432 State St., Milwaukee, Wis.  
La Palme, Alma Anna.....  
.....2037 Crystal Lake Ave., Minneapolis  
Leland, Florence Kivill, Mrs. Chas. Hintz..  
.....Springfield  
Linneman, Bertha Margaret.....Brainerd  
Lockhart, Agnes Gray.....  
.....1529 Boyslton Ave., Seattle, Wash.  
Mastellar, William M.....Bird Island  
Maxwell, Ada Myrtle, Mrs. L. E. Gibbs....  
.....St. Charles  
McLean, Eva.....Great Falls, Mont.  
McKinley, Mary.....Cannon Falls  
Merki, Selma, Mrs. Selma Smith, Granite Falls  
Michel, Hulda Mary.....Appleton  
Mickelson, Evelyn Margaret.....Duluth  
Milliken, Marion Sterrett.....Lake City  
Moberg, Emeline Amelia.....  
.....319 20th Ave. So., Minneapolis  
Muench, Joseph Frederick..Buffalo City, Wis.  
Nelson, Anna Charlotte.....Grove City  
Noble, Wilhelmina R.....Winona  
Parker, Franc B.....Waseca  
Peterson, Carrie Marie.....Austin  
Pietsch, Elna.....Appleton  
Price, Alice Regan...3409 Park Ave., Mpls.  
Qualee, Hildah.....Adams  
Regan, Winnifred Adelaide.....Winona  
Rice, Nellie S., Mrs. Fred Weber.....Elgin  
Robb, Florence Emma, Mrs. W. W. Smith..  
.....Winona  
Rohrer, Mertie Ursula.....Kasson  
Root, Bessie Helen.....Rochester  
Roverud, Gina Cornelia.....Caledonia  
Schanfield, Sarah, 1509 9th St., Minneapolis  
Schroeder, Ethel G.....Winona  
Schroer, Mabelle V, Mrs. Dr. Parker.....Ely  
Sherwin, Helen.....Fergus Falls  
Simons, Olive May.....Montevideo  
Smith, Cora Gertrude, Mrs. J. P. Deschneau  
.....Stillwater  
Steward, Mary Evelyn.....Litchfield  
Sweazey, Zora Agnes, 1624 W. 5th St., Winona  
Tarbell, Julia Dickinson, Mrs. Thos. Nixon  
Rutter.....174 Hamilton  
Ave., New Brighton, Staten Island, N. Y.  
Towey, Agnes Margaret, 369 W. King, Winona  
Towle, Edith E.....Lansing, Iowa  
Tweet, Clara Helmina, Mrs. Thos. E. Jones  
.....Imperial Block., Brainerd  
Tyler, Vera Agnes.....Rushford  
Tyler, Luella.....Duluth  
Vaughn, James P.....Chisholm  
Warden, Calista..111 Adams Ave., Albert Lea  
Wegusen, Esther C.....  
.....248 E. Fulton St., Grand Rapids, Mich.  
Weston, Lou Evelyn, Mrs. Herbert Barton  
.....Eveleth  
Whitted, Oric O...1206 5th St. S. E., Mpls.  
Williams, Antonia M., Mrs. S. G. Eliason...  
.....Montevideo  
Williams, Genevieve Celia.....  
.....208 Crocker Bldg., Des Moines, Iowa  
Williams, Lotta May, 3748 3d Ave. S., Mpls.  
Wright, Mary Alma, 3220 Nicollet Ave., Mpls.  
Wright, Lulu Cynthia.....Litchfield

## CLASS OF 1903

- Adams, Louise B.....Mantorville  
Amrud, Anna.....Montevideo  
Andrist, Anna Lois.....Mantorville  
Anshus, Ida Marie...3408 2d Ave. S., Mpls.  
Avery, Lilian Elizabeth...New Albin, Iowa  
Baker, Merton F.....Glenwood, Wis.  
Baumann, Hedwig.....Winona  
Benson, Mattie Anna.....Morristown  
Bicknell, Mae E.....Deceased  
Black, Elva M.....Ottawa, Kansas  
Bornholdt, Alice I., 2414 Irving Ave. N., Mpls.  
Bowen, Ruth...1615 Kenwood Place, Mpls.  
Boysen, Christine H....Grand Forks, N. D.  
Braley, Pearl Edith.....Winona  
Bubar, Jessie Ida.....Stillwater  
Buck, Mira Belle.....Chester, Iowa  
Burt, Alice Maude.....Winona  
Buswell, Annie Edna, Mrs. Hugh F. Kendall  
.....Deceased  
Cronon, Agnes H.....Austin  
Carli, Roslyn Emma.....Stillwater  
Chambers, Mae Zee.....Austin  
Chase, Grace Dell.....Winona  
Clark, Emma Louise.....Stillwater  
Cobb, Ethel L.....Lyle  
Cogley, Anastasia A.....Flandreau, S. D.  
Cole, Helen Louisa.....Winona  
Collier, Ethel Eugenie.....Fergus Falls  
Dalaba, Ruth.....Sparta, Wis.  
Dalager, Blanche Olive.....Austin  
Davidson, Alice Elinore, Mrs. R. Jahnke..  
.....Pasco, Wash.  
Demeree, Genevieve G.....Winona  
Deming, VeNorma H.....

.....2300 Central Ave., Minneapolis  
 Doud, Edna, Mrs. A. C. Burkhardt.....  
 .....Hawkeye, Iowa  
 Dunbar, Mildred Mae.....La Crosse, Wis.  
 Eames, Maude Alberta.....Fergus Falls  
 Foster, Eva Mae.....Litchfield  
 Foster, Rachel. 2419 Taylor St., Minneapolis  
 Garlock, Blanche E., Mrs. Wm. Jacobson, Jr.  
 .....Luverne  
 Getchell, Eva Mae.....White Salmon, Wash.  
 Gibbs, Ruth Naomi.....Waukon, Iowa  
 Gilman, Leta Viola, Mrs. F. McGauvran....  
 .....1107 Lakeside Ave., Seattle, Wash.  
 Gowen, Edith.....Stillwater  
 Graves, Leonard S.....Beardsley  
 Gray, Lulu Bell.....Marine Mills  
 Griswold, Grace Italia.....Dodge Center  
 Halgrimson, Clara.....New Richland  
 Hanscom, Nina Belle.....  
 .....2828 Portland Ave., Minneapolis  
 Harlin, Florence A., 1711 9th Ave. S., Mpls.  
 Hedding, Florence Laura, Mrs. Alphonse  
 Rheinberger...695 Lincoln Ave., St. Paul  
 Heley, Elizabeth.....Mantorville  
 Herrmann, William C.....Redwood Falls  
 Hoard, Eugenia.....Montevideo  
 Howe, Mary, Mrs. E. A. Wellman..Faribault  
 Jaastad, Christie.....Rushford  
 Jacobson, Ida.....268 E. King St., Winona  
 Jones, Justine B.....Marshalltown, Iowa  
 Kellogg, Mary Ruth.....Red Wing  
 Kirschner, Bertha Louise....La Crosse, Wis.  
 Knappen, Sarah L.....  
 Koerner, Minnie.....Litchfield  
 de Laittre, Sara O., Mrs. Roy Dixon.....  
 .....2427 N. Lyndale Ave., Minneapolis  
 Larsen, Mathilde.....Harmony  
 Lee, Palma O. C., Mrs. H. B. Hedenark....  
 .....409 Park Ave., Albert Lea  
 Leubner, Lillian....1603 4th St. S. E., Mpls.  
 Lohse, Minnie L., Mrs. Fred Falen.....  
 .....3328 Pleasant Ave., Minneapolis  
 Loomis, Ella F., 2214 Portland Ave., Mpls.  
 Lowry, Esther M.....Dell Rapids, S. D.  
 Lyman, Gratia Ann.....Stillwater  
 MacCallister, Nora R., Mrs. John Haack..  
 .....Winona  
 McCoy, Alice May..64 E. Wabasha, Winona  
 McLennan, Mabel.....Winona  
 Merrill, Lucinda M.....Anoka  
 Mersen, Chloe R.....Northfield  
 Midgarden, Josephine.....New Richland  
 Mills, Hattie E.....311 Allegheny St., Austin  
 Mortensen, Edith K.....Fergus Falls  
 Munger, Bethira A., Mrs. Clarence H. Paris  
 .....1850 Estes Ave., Rogers Park, Ill.  
 Murray, Mary.....St. Charles  
 Nelson, Alda Georgina, Mrs. W. W. Jones..  
 .....Redding, Calif.

Nelson Mary Frances!...Bloomington, Wis.  
 Nelson, Mary Priscilla.....Hastings  
 Newmann, Margaret.....La Crosse, Wis.  
 Norris, Martha L. 2901 N. Lyndale Ave., Mpls.  
 Palmer, Bessie L., Mrs. Carl Bauman, Winona  
 Prinz, Martha M.....Winona  
 Probst, Annabel.....  
 Quinn, Margaret G.....Grand Meadow  
 Ritchie, Catherine Mary.....Cannon Falls  
 Roche, Evangeline.....Texarkana, Texas  
 Rowley, Thomas C.....Douglas, Wyoming  
 Sackett, Kathleen E.....Lanesboro  
 Sackett, Martha Therese.....Lanesboro  
 Saxe, Lora Belle, Mrs. Bryant.....  
 .....3146 Columbus Ave. S., Minneapolis  
 Schibursky, Clara Z...Hotel Clinton, Mpls.  
 Sievers, Kathryn L., 619 E. King St., Winona  
 Smith, Grace E., Mrs. L. E. Ellingwood....  
 .....Nettleton, Ark.  
 Snyder, Lottie B.....Winona  
 Stoker, Bernice F., 2619 Dupont Ave. N., Mpls.  
 Storing, E. Pearl...3416 3rd Ave. S., Mpls.  
 Stout, Mary.....Austin  
 Stultz, Gertrude C.....Owatonna  
 Swanson, Agnes W.....Cannon Falls  
 Swensrud, Hannah...2608 8th St. S., Mpls.  
 Tidd, Lula Estelle.....Austin  
 Tollifson, Matha L.....Graettinger, Iowa  
 Van Alstine, Mabel M., 627 E. 3rd St., Winona  
 Vance, Mary L.....Winona  
 Van Dervoort, Celia A.....Milbank, S. D.  
 Votruba, Kathryn M., Mrs. Thomas Powers  
 .....Winona  
 Watkins, Anna Phoebe.....Austin  
 Wilder, Ruth.....Brownsdale  
 Wilson, Grove E.....  
 .....St. Paul Dispatch, St. Paul  
 Wilson, Mae J.....Kasson  
 Young, Gladys L.....Fergus Falls  
 Zarske, Anna Pauline.....Renville

## CLASS OF 1904

Austin, Alice, Mrs. P. Regnetter, Decorah, Ia.  
 Baihly, Bessie G.....Rochester  
 Balcom, Winfred Gerald.....Chatfield  
 Barry, Helen Juanita....Hammond, Wis.  
 Bauman, Ada.....Kasson  
 Beach, Nellie Louise.....  
 .....2001 Nebraska St., Sioux City, Ia.  
 Behan, Theresa Genevieve.....Tracy  
 Bell, Elsie Adelaide.....  
 .....715 3rd Ave., Eau Claire, Wis.  
 Bennett, Vonnie W.....Woodstock  
 Benson, Sara Freeman...White Bear Lake  
 Berg, B. Lucille.....Isanti  
 Bishop, Kathryn Ann.....Mapleton  
 Blesser, Ella.....Milbank, S. D.  
 Blehrud, Maria.....Preston  
 Burgess, Olive Lavinia.....Austin



- Case, Mildred, 1312 21st Ave. N., Minneapolis  
 Caswell, Sarah Elizabeth.....Deceased  
 Childs, Italia J.....Mantorville  
 Clark, Agnes P.....Anoka  
 Clemens, Emma Jane.....Winona  
 Cleveland, Aimee B.....  
       .....211 S. 4th St., Milbank; S. D.  
 Cole, Kate.....Chatfield  
 Cravath, Grace.....Audubon  
 Davis, Helen.....Winona  
 Davidson, Madge Laura.....St. Charles  
 Evans, Ida Cornelia.....Kasson  
 Fahy, Elizabeth Ellen.....Hastings  
 Fargeman, Emma M.....Fergus Falls  
 Farrington, Nina, Mrs. Ray Seager.....  
       .....Gridley, Calif.  
 Felenzer, Iona Helen.....Winona  
 Fifield, Ella M.....Winona  
 Fitzpatrick, James.....Winona  
 Flindt, Ida L.....410 Court St., Albert Lea  
 Fluegel Lena.....406 E. 4th St., Winona  
 Forestal, Mae.....St. Charles  
 Freeman, Maude E.....Cannon Falls  
 Fridell, Anna C.....Red Wing  
 Gebeler, Ella June.....Rochester  
 Granger, Gertrude E.....Winona  
 Griswold, Pearl R.....Winona  
 Guertin, Grace E.....La Crosse, Wis.  
 Gunderson, Ovedia G., Mrs. Damon Hortin  
       .....El Paso, Texas  
 Hall, Effie Regina.....Austin  
 Hande, Emma M.....Spring Valley  
 Hart, Mabel E.....Dover  
 Hart, Verna M.....Dover  
 Heim, Delia.....Winona  
 Hennessy, Elsie Ada, Mrs. Arthur Hinckley  
       .....Cranbrook, B. C.  
 Heubach, T. Inez.....Hibbing  
 Hill, Edna.....Virginia  
 Jackson, Nettie Irene.....Mineral Point, Wis.  
 Jennison, Mendaina, 2308 James Ave. N., Mpls  
 Johnson, Bertha A.....Granite Falls  
 Johnson, Idella G.....Wabasha  
 Johnson, Julia.....Lake City  
 Jones, Elizabeth.....Lime Springs, Iowa  
 Jones, Ethel.....Havana  
 Kiern, Grace Burns.....Deceased  
 Killeen, Florence M.....Lake City  
 Kline, Edith May.....  
       .....716 25th Ave. N. E., Minneapolis  
 Klug, Clara.....Arcadia, Wis.  
 Kroeger, Anna Louise.....Winona  
 Kroeger, Florence Adelaide.....Winona  
 Lamp, Alice E.....Owatonna  
 Lang, Maud.....Austin  
 Langum, Ella Nora.....Preston  
 Lawler, Catherine Agnes.....Rochester  
 LeMay, Ray B.....  
       .....441 St. Helen's Ave., Tacoma, Wash.  
 Lipe, Ruby M., Mrs. E. T. Schoenbaum, Preston  
 Long, Agnes de Sales.....Stillwater  
 Lyman, Susan.....Stillwater  
 MacMillan, Mae.....Winona  
 Matteson, Viva C.....Deceased  
 McGrath, Margaret E.....Rushford  
 Meehan, Katherine A.....Adams  
 Merriam, Edna.....Wheaton  
 Miles, Linnie Irene.....Winona  
 Mowbray, Myrtle.....Winona  
 Munger, Christine L.....Winona  
 Nalbach, Irena L.....Great Falls, Mont.  
 Nelson, Alma Elizabeth.....Stillwater  
 Nelson, Gertrude Elizabeth, Bloomington, Wis.  
 Nessa, Charles O.....Mabel  
 Nolan, Mary.....Hastings  
 Pennington, May.....Pine City  
 Perry, E. May, Mrs. G. C. Palmer.....St. Charles  
 Phillips, Mabelle C.....St. Charles  
 Pletke, Dora Amelia.....Winona  
 Polzin, Benjamin A.....Winona  
 Pratt, Ada Mary.....Elkton, S. D.  
 Proctor, Agnes, 122 Adams Ave., Albert Lea  
 Quinlan, Helen E.....Minneapolis  
 Rankin, Harriet Laura.....Missoula, Mont.  
 Ramsey, Mrs. Lizzie E.....Webberville, Mich.  
 Reed, Mabel, Mrs. Ned Peck.....St. James  
 Reiner, Gertrude E.....Glencoe  
 Reinert, Lela C.....Rushford  
 Sager, Grace Adda.....Cannon Falls  
 Smith, Nora J.....Kasson  
 Sodergren, Mae Alicia B.....  
       .....608 Water St., Albert Lea  
 Soule, Cora M.....Montevideo  
 Speedy, Eleanor Mary.....  
       .....1821 Girard Ave. S., Minneapolis  
 Stoltenberg, Camilla, Mrs. D. C. Hackett.....  
       .....Chisholm  
 Stubstad, Anna, Mrs. R. E. Perry.....  
       .....2323 W. 3rd St., Duluth  
 Swanson, Amy W.....Red Wing  
 Sweet, Ethel Pauline.....Minneapolis  
 Thornton, Alice C., Mrs. Lewis Hunker.....  
       .....724 22<sup>1</sup>/<sub>2</sub> St., Moline, Ill.  
 Tompkins, Lydia E.....Robbinsdale  
 Trezona, Mae Ethelbert, Mrs. Geo. Downer  
       .....Eveleth  
 Tucker, Jessie Edythe.....Dodge Center  
 Walton, Lillian, 3125 Columbus Ave., Mpls.  
 Welch, Jessie, Mrs. B. A. Dyar, De Smet, S. D.  
 Wheeler, Alice Mae, Mrs. Emil Schmidt.....  
       .....Buffalo  
 Wick, Martha Moller.....Jackson  
 Winter, Leta F. C.....Virginia  
 Winter, Lois Adele.....Jackson  
 Wood, Calmer Harris.....Witoka  
 Zache, Elinor.....Deceased  
 Zickrick, Theo.....Winona



## CLASS OF 1905

Allenson, Minnie.....	Stillwater	Ebel, Lily Belle.....	Faribault
Almy, Anna M., Mrs. Asbury.....	Wabasha	Farmer, Payette Vernon.....	Minneapolis
Amos, Chris G.....	Quincy	Pifield, Edna.....	Winona
Anderson, Cleopatra.....	Boise, Idaho	Plindt, Anna L.....	Albert Lea
Anderson, Hildegard A.....	Cannon Falls	Foote, Miriam D.....	Preston
Arthur, Elisabeth A.....	Mantorville	Purey, Margaret May.....	Stockton
Barteau, Stella, Mrs. Archibald Crumb.....		Gerry, Leila Evelyn.....	
	Payette, Idaho		2119 N. Russell Ave., Minneapolis
Bartlett, Georgia Winnifred.....	Pipestone	Gibbs, Edith.....	Lake City
Bartz, Ella Pauline.....	Winona	Gordon, Agnes A.....	Chatfield
Behan, Angela Magdelene.....	Tracy	Guertin, Grace Elizabeth.....	La Crosse, Wis.
Beltz, Mary Gertrude.....	Brownsdale	Hakes, Voylia.....	Milan
Bentley, Ruth.....	Waukon, Iowa	Hammer, Thora Oline.....	Winona
Bergemann, Jessie R., Mrs. Frank Dixon..		Harr, Margaret Mae.....	Sparta, Wis.
	Winona	Harris, Upham B.....	Winona
Berry, Katherine.....	Chester	Hecker, Joesphine Marie.....	Postville, Iowa
Bibbins, Alethe Everts, Mrs. Ralph Evans		Henslin, Marie Lydia.....	Racine
	Gooding, Idaho	Hoard, Helene Sarah, Mrs. Dr. H. W. Remele	
Biesanz, Leona.....	Winona	Hoffman, Laura L.....	Rochester
Boehme, Ione M.....	Alma, Wis.	Howie, Lila, Mrs. Arthur Ceperly.....	
Bohlke, Ada.....	Kasson		Vancouver, B. C.
Boo, Jennie Marie.....	Stillwater	Hoy, Ora.....	Cresco, Iowa
Brattvet, Emma S.....	Alexandria	Hunt, Anna.....	Austin
Brown, Martha Daisy, 314 S. 3d St., Stillwater		Jagow, Ada.....	Lewiston
Buswell, Florence Gertrude.....	Winona	Johnson, Edna.....	Lake City
Cameron, Malvena M.....		Johnson, Mabel Minnie, Mrs. Iver I. Jorde	
	4th Ave. S. and Grant, Minneapolis		Sheyenne, N. D.
de Camp, Almah Lee.....		Kelson, Eleanora A.....	Tyler
	1608 W. 25th St., Minneapolis	King, Lyda Lillian.....	Montevideo
de Camp, Malvina A.....		Kissling, Grace.....	Winona
	1608 W. 25th St., Minneapolis	Leehy, Mary W.....	Blooming Prairie
Carley, Cora May.....	St. Paul	Lewis, Stella E.....	Clarkfield
Carley, Nellie Maud.....	St. Paul	Madsen, Elsie Ruth.....	Grand Rapids, Wis.
Carroll, Gertrude Magina.....	Winona	Malthouse, Ellen D.....	Mason City, Iowa
Chapman, Berton L.....	Westbrook	Manning, Elizabeth M.....	Winona
Chelgren, Emma E.....	Redwood Falls	McAdam, Ella Florence.....	Blooming Prairie
Churchill, Mrs. Helena.....		McCoy, Eva Maude.....	Byron
	711 Douglas Ave., Minneapolis	McDermott, E. Franziska.....	Luverne
Cipra, Stella May.....	Austin	McVay, Mary Louise.....	St. Paul
Clark, Florence E., Mrs. Ernest Pray.....		Melvin, Kathleen.....	Plainview
	Watertown, S. D.	Milanowski, Frances W.....	Winona
Clark, Helen Elizabeth.....	Stillwater	Miller, Florence E.....	Postville, Iowa
Coleman, Edith.....	2305 Aldrich Ave., Mpls.	Milliren, J. Edna.....	Pipestone
Conklin, Adelaide.....	1709 Linden Ave., Mpls.	Minrow, Arles.....	Winona
Cornwell, Frances.....	Plainview	Morey, Frances S.....	Winona
Daniels, Mayme E.....		Moulster, Mabel F.....	Eyota
	2322 Minnehaha Ave., Minneapolis	Moy, Emma Ardella.....	
Degnan, Elizabeth Agnes.....	Winona		2219 H St., Bellingham, Wash.
Demeree, Daisy Fannie.....	Winona	Myers, May Wood.....	Miles City, Mont.
DeTuncq, Josephine.....	Appleton	Nessa, James N.....	Mabel
Donart, Martha A., Mrs. Martha Donart		Nordenmalm, Emma C.....	Lake City
Erickson.....	Winona	Orr, Loretta M. E.....	
Donley, Glennie A., Mrs. A. A. Maxwell....			2509 N. Emerson Ave., Minneapolis
	Winona	Page, Marian F.....	Spring Valley
Doran, Nellie.....	Waterville	Patchin, E. Maude.....	Lewiston, Idaho
Dunn, Beth L.....	Jackson	Perkins, Winnifred L., Mrs. Nicholas Schwartz	
Dusschee, Louise.....	Lanesboro		Morgan
		Peterson, Linda M.....	Litchfield
		Petersen, Nellie Anea.....	Austin

Prescott, Isadora M.....Sleepy Eye  
 Price, Bessie Miriam, Mrs. Bessie Griffith...  
     .....234 S. 6th St., La Crosse, Wis.  
 Probst, Eva F.,.....923 S. E. 8th St., Mpls.  
 Proctor, Mae.....Arcadia, Wis.  
 Rehnke, Adeline Alvina.....Kenyon  
 Reid, Mabel Elsie.....Red Wing  
 Reiner, Grace Emma.....Glencoe  
 Robinson, Helen Eva.....Winona  
 Roverud, Ella Minerva.....Caledonia  
 Rowe, Ethel Allene.....Chatfield  
 Rowe, Susie M.....Chatfield  
 Sanborn, Alma Louise.....Lake City  
 Sauter, Mary.....Owatonna  
 Schofield, Lydia G., Mrs.....Spring Valley  
 Seidel, Marie Agnes.....Sparta, Wis.  
 Sewell, Jennie.....Great Falls, Mont.  
 Sheehan, Katherine P.....Winona  
 Sherman, Edith M.....Winona  
 Silsbee, Floy M.....Chatfield  
 Smith, Grace L. A., Mrs. Ross Hatfield...  
     .....St. Paul  
 Sodergren, Minnie.....Austin  
 Snyder, May Irene, 51 Royalston Ave., Mpls.  
 Steele, Lucretia G.....Princeton, Ill.  
 Stevens, Ruth Alice.....Tomah, Wis.  
 Stickney, Rubie L., Mrs. Harry Lamb....  
     .....Grasston  
 Stobbs, Lula Jane, 2533 Columbus Ave., Mpls.  
 Strand, Selma M., Mrs. Leslie Woodberry...  
     .....Zumbrota  
 Swanson, Anna Isabel.....Dassel  
 Thompson, Maude, 2314 Portland Ave., Mpls.  
 Tillman, Mary C.....Winona  
 Tompkins, Mabelle A.....Austin  
 Tuthill, Mabel B.....Sparta, Wis.  
 Voss, Anna M.....Pine City  
 Wahl, Julia L.....Lanesboro  
 Weaver, Florence Helen...Watertown, S. D.  
 Wedge, Sue M.....Mantorville  
 Welander, Etta Alice.....Stillwater  
 Wells, Elizabeth M.....Winona  
 Winkels, Rose L.....Winona  
 Woskie, Mabel E.....Chatfield

#### CLASS OF 1906

Adams, Anna B.....Pine Island  
 Allen, Lillian.....Rochester  
 Amos, Chris G.....St. Charles  
 Anding, Elsie L.....Winona  
 Arnold, Kate M.....Rushford  
 Baldwin, Bess M., 2615 Emerson Ave., Mpls.  
 Balow, Anna L.....Wabasha  
 Beerse, Esther M.....Hastings  
 Berggren, Ada L.....Cannon Falls  
 Blanchfield, May.....Rushford  
 Bohn, Mattie.....Grand Meadow  
 Bouton, Helen F.....Lake City  
 Boyd, Hattie May.....Zumbrota

Boyson, Christine H.....Grand Forks, N. D.  
 Brin, Rose Mae.....Stewartville  
 Budde, Clarmae.....  
     .....Leland Stanford Univ., Palo Alto, Calif.  
 Calvert, Jessie M.....Los Angeles, Calif.  
 Cameron, Camilla Mae.....Dundas  
 Carlson, Abbie M.....Austin  
 Clark, Lenora B., Mrs. Tome....Pine Island  
 Clausen, Bertha.....Fountain City, Wis.  
 Coleman, Pearle I.....Pine Island  
 Conrad, Frances L.....Austin  
 Cooke, Helen Stuart.....Wabasha  
 Cowan, Grace E.....Box Elder, Mont.  
 Cox, Harterowe J., Mrs. Frank Gerry.....  
     .....St. Charles  
 Crandall, Pearl E., Mrs. John Balch...Witoka  
 Crosby, Nellie W.....Litchfield  
 Dahling, Bertha U.....Stillwater  
 Dale, Ethelwyne.....Dover  
 Dickson, Jean K.....Great Falls, Mont.  
 Diederich, Mollie M., 598 Olive St., St. Paul  
 Drensen, Louise.....Lake City  
 Duffy, William G.....Tacoma, Wash.  
 Dugan, Jean.....Austin  
 DuMez, Eva M., Mrs. Eva DuMez Sample...  
     .....Spring Valley  
 Easthagen, Minnie M.....  
     .....2424 Chicago Ave., Minneapolis  
 Ely, A. Inez.....Milbank, S. D.  
 Ericson, Guida C.....Clarkfield  
 Fahy, Alice B., Mrs. W. Austin...Hutchinson  
 Farnham, E. Maude.....Sparta, Wis.  
 Fielder, Susan A.....Fort Worth, Texas  
 Fox, Ella E., Mrs. Austin Cravath, Chatfield  
 Frisch, Elizabeth.....St. Charles  
 Gaylord, Alvira Louise...Miles City, Mont.  
 Gillman, Jessie Evelyn.....Winona  
 Glancy, Alice G.....Lewiston, Mont.  
 Goff, Pearl Eunice, Mrs. Pearl Boerner...  
     .....Buffalo  
 Gunderson, Cecilia E., Mrs. M. Gullickson...  
     .....Peterson  
 Haller, Alma Caroline.....Red Wing  
 Haney, James F.....Seattle, Wash.  
 Hanke, Elsie E.....1318 S. E. 7th St., Mpls.  
 Hanrahan, Margaret M.....Rochester  
 Hanscom, Emily.....  
 Harley, Blanche.....Lake City  
 Harris, Julia E.....Faribault  
 Harshman, John.....Deceased  
 Hart, C. Bernice.....Dover  
 Heffernan, Adelaide.....Stillwater  
 Hessian, Claire F.....Le Sueur  
 Hildebrand, Mabel.....Deceased  
 Hoel, Milla.....Canby  
 Hoorn, Edith A.....Red Wing  
 Hovde, Cora.....Wabasha  
 How, Mary Willis.....St. Paul  
 Howard, Lela E.....Tomah, Wis.

Hulburt, Jetta	.....	Rochester
Hulburt, Orpha	.....	Winona
Hunt, Marian A.	.....Deceased	
Hutson, Harriet	.....Sparta, Wis.	
Hutson, Mary C.	.....Sparta, Wis.	
Jahnke, Ida	.....Eyota	
Jensen, Mary C.	.....Litchfield	
Jessup, Ruth	.....3952 Harriet Ave. S., Mpls.	
Johnson, Delia J.	.....Cannon Falls	
Johnson, Mabel E.	.....Litchfield	
Johnson, Mabelle E.	.....Granite Falls	
Johnson, Sara, Mrs. Albert Berg, Montevideo	.....	
Jordan, Nettie M.	.....Sparta, Wis.	
Kenevan, Alice B.	.....Austin	
King, Grace E.	.....Hastings	
Kinsman, Linnie E.	.....Austin	
Klint, Anna Mary	.....3017 23rd Ave. S., Mpls.	
Koerner, Olga	.....137 W. George St., St. Paul	
Kolshorn, Christiana H.	.....Red Wing	
Kratky, Lillie M.	.....West Concord	
Kreuzer, Marie	.....Winona	
Lees, Cora	.....Alma, Wis.	
Lovell, Verne	.....Sparta, Wis.	
Lowell, Bessie M.	.....Deceased	
Lundquist, Anna C.	.....Red Wing	
McIver, Mary E.	.....Winona	
McLean, Inez	.....	
McNickle, Bessie, Mrs. J. J. Borland	.....	
.....	.....1610 Tower Ave., Superior, Wis.	
Merkert, Irene Deborah	.....	
.....	.....1809 15th Ave So., Minneapolis	
Mickelson, Anna	.....	
.....	.....209 S. Ermenia St., Albert Lea	
Minder, Georgine B.	.....St. James	
Morgan, Leila	.....Smiths' Falls, Canada	
Morgan, Olive A., Mrs. Aug. Spanagel	.....	
.....	.....2513 36th Ave., Birmingham, Ala.	
Mueller, Minnie G.	.....Winona	
Nagle, Janet	.....Bagley, Wis.	
Nichols, Verna L.	.....Spring Valley	
Odgers, Ida	.....Ely	
Olson, Anna Eleanor	.....Litchfield	
Olson, Emma	.....Jackson	
O'Shanesy, Mildred J.	.....Winona	
Palmer, Fannie, Mrs. C. J. Furst	.....	
.....	.....1332 5th St., Sioux City, Iowa	
Paris, Vera M.	.....Winona	
Parks, Verna Iris	.....Tracy	
Parlin, Maud P.	.....Anoka	
Pennington, Hattie	.....Pine City	
Perkins, Lillian J.	.....Pine City	
Perry, Edith	.....Utica	
Pletke, Ella V.	.....Winona	
Pooler, Ethel K.	.....Kasson	
Popple, Corena N.	.....Stewartville	
Poppleton, Bessie	.....Hopkins	
Porcher, Cecile Stuart, 2425 1st Ave. S., Mpls.	.....	
Regan, Isabelle Agnes	.....Winona	
Rehnke, Elsie Caroline	.....Kenyon	
Riebe, Gertrude C.	.....Rochester	
Roening, Eda A.	.....Winona	
Roening, Nettie M., Mrs. Leon Rand	.....	
.....	.....Krem, N. D.	
Rose, Alta May	.....Winona	
Rueber, Iva May	.....Oronoco	
Ruehle, Agness M.	.....Stillwater	
Sammons, Bessie	.....Winona	
Sammons, Maebelle C., Mrs. Fred De Guire	.....	
.....	.....201 W. Howard St., Winona	
Savre, Elizabeth M., Mrs. George Hoban	.....	
.....	.....Waterville	
Saxton, Myrtle A., Mrs. Edison	.....	
Schlenter, Nellie A., Mrs. Geo. P. Ross	.....	
.....	.....Princeton	
Schmidt, Edith M.	.....New Ulm	
Schroeder, Anna	.....St. James	
Schroeder, Ellanora H.	.....Grand Meadow	
Schumacher, Amanda	.....Winona	
Schwanke, Edith A.	.....St. Charles	
Schwartz, Nicholas E.	.....Morgan	
Scully, Alice Gertrude	.....Stillwater	
Seelye, M. Viola	.....Mabel	
Sheehan, May C.	.....Deceased	
Simon, Peter	.....Altura	
Smith, Loretta P.	.....Anoka	
Sorben, Emma C.	.....Grand Meadow	
Sorenson, Emma S. R.	.....Kasson	
Spellman, Mary, 547 8th Ave. N., Minneapolis	.....	
Spencer, Vesta S.	.....Waukon, Iowa	
Stark, Ida Amanda	.....Winona	
Stough, Charlotte	.....Minneapolis	
Strub, Fannie Eleanor	.....Winona	
Terry, Florence Emily, 613 Olive St., St. Paul	.....	
Tompkins, Lydia E.	.....Robbinsdale	
Toner, Catherine D.	.....Cannon Falls	
Torbenson, Mathilda M.	.....Sacred Heart	
Torrens, Lottie May	.....Austin	
Tracy, Agnes M.	.....	
.....	.....499 E. Minnehaha St., St. Paul	
Tulare, Martha E.	.....Fairfax	
Ulrich, Anna	.....Fountain City, Wis.	
Updyke, Mariorie M.	.....St. Charles	
Wardell, Eva Bessie	.....Tracy	
Warner, Alta Mildred	.....Witoka	
Watts, Florence M.	.....St. Charles	
Watts, Winifred, 1015 4th St., Boise, Idaho	.....	
Whalen, Nellie G.	.....Stillwater	
Wheaton, Alice S. 111 W. 7th St., Minneapolis	.....	
Williams, Mildred V.	.....	
.....	.....1925 Hillside Ave. N., Minneapolis	
Wilson, Laura C.	.....Kasson	
Wold, Myrtle Odine	.....Austin	
Woodward, Marion	.....Allison, Iowa	
Zender, Margaret	.....	
.....	.....825 S. Newton St., Albert Lea	



## CLASS OF 1907

Allen, Grace A., 731 Kirkwood, Davenport, Ia.	Hurlburt, Frances L., 3228 17th Ave. S., Mpls.
Anderson, Anna Sophia.....Soudan	Jessup, Helen.....Minneapolis
Anderson, Emma.....Racine	Johnson, Alfa.....Lanesboro
Austin, Celestine.....Hastings	Johnson, Ella V.....Tunnel City, Wis.
Baier, Sadie Veronica.....Rochester	Johnson, Mabel C.....Minneapolis
Berry, Elsie Elizabeth.....Ridgeway	Kasen, Eda.....Harmony
Bertrand, Helen C.....Mantorville	Keizer, Ruth.....La Crosse, Wis.
Bezanson, Edith E., 3432 Chicago Ave., Mpls.	Kennedy, M. Laura.....Lake City
Braley, Gertrude A.....Winona	King, Lillian M.....Owatonna
Brandt, Elsa Therese.....Winona	Kirschstein, Helen.....Winona
Bratvet, Myra.....Kenyon	Krough, Clare, . 2827 N. Emerson Ave., Mpls.
Broderick, Mary C.....Byron	Kuehntopp, Eda M.....Stewartville
Brown, Alice M.....Winona	Kutzler, Harriet A.....Mantorville
Brown, Myla A.....Groton, S. D.	Le May, Ray B.....Tacoma, Wash.
Buck, Mary.....Lanesboro	Lennon, Mary, M.....Minneapolis
Butler, Elizabeth.....Osage, Iowa	Le Plant, Estella.....Rochester
Caesar, Bertha C.....Stillwater	Le Tourneau, Daisy Lenore.....Windom
Callahan, Elvira.....Wabasha	Lockart, Mary T.....Brookings
Carlson, Martha E.....Minneapolis	Lommen, Josephine.....Caledonia
Child, Vivienne.....Minneapolis	Longini, Fannie.....Winona
Christensen, May J.....Minneapolis	Low, Lillian.....Spring Valley
Clarke, Bertha J.....Minneapolis	Lundberg, Estella.....Red Wing
Clark, Minnie M.....South Park	Lyon, Alice May, Mrs. Alice Tweed..Duluth
Cliff, Maude J.....Mazeppa	Martin, Ella May.....Mantorville
Connell, Mary E.....Waterville	Marzolf, A. Isabella.....Hastings
Crandall, Elizabeth.....Montevideo	Mathews, Katherine.....Lake City
Cunningham, Mabel A.....Pipestone	Mattice, Nina.....1000½ Nicollet Ave. Mpls
Dahl, Ida M.....Northwood, Iowa	Maurer, Nettie I.....Arcadia, Wis.
Danielson, Hermina.....Red Wing	McArdle, Edna May.....Mason City, Ia.
Davidson, Harriet M.....Dover	McCraney, Mae.....Winona
Davison, Ruth R.....Watertown, S. D.	McGrath, S. Cecelia.....Rushford
Davis, Effie Myrtle.....Rushford	McKee, Bessie Edith.....Le Roy
Dike, Harriet E.....Luverne	McLaughlin, Katherine.....Chatfield
Doig, Mary F., Mrs. Biersford.....	McVay, Anna Rose.....St. Paul
.....795 Cass st., Detroit, Mich.	Monson, Esther M.....Red Wing
Farr, Lola.....Sioux City, Iowa	Murphy, Abbie H.....St. Paul
Fertig, Mildred A.....Arcadia, Wis.	Murphy, Elizabeth V.....Austin
Fetzner, Emma.....Brownsville	Myhre, Ruby M.....Winona
Findeisen, Maude C.....Red Lake Falls	Naylor, Mary G.....Osage, Iowa
Finnberg, Lillian.....Minneapolis	Nazett, Adelaide.....Postville, Iowa
Flynn, Elizabeth.....Winona	Nelson, Esther A.....Etter
Frahm, Ida H.....Grand Forks	Newlander, T. Augusta.....Grafton, N. D.
Fried, Anton P.....Fountain City, Wis.	Noble, Jessie L.....Windom
Furey, Lucie.....Stockton	Noehl, Katherine M.....Kasson
Giere, Cora M., 315 E. Clark St., Albert Lea	Oakey, Leva P.....Chatfield
Gillespie, Rosella.....Minneapolis	O'Connor, J. Angella.....Stewartville
Griffin, Mary C., Mrs. Arthur Rice...Adrian	Olson, Florence A.....St. Charles
Guthrie, Regina.....Blooming Prairie	O'Shea, Mamie.....Wabasha
Hardwick, Pearl C.....Winona	Otto, Anna M.....Red Wing
Harkness, Laura M.....Mabel	Otto, Freda E.....Red Wing
Hawkins, Catherine C.....Minneapolis	Paine, Sadie A.....Wabasha
Hawley, Lulu Mae.....Brownton	Parker, Isabella C.....
Hedloff, Leona E.....Ely	.....03927 Monroe St., Spokane, Wash.
Hennessey, Thomas B.....Lewiston	Parks, Ruth.....La Crosse, Wis.
Hess, Emma C.....Winona	Peterson, Nettie E.....Dawson
Hoban, Mary C.....St. Paul	Pennington, Clyde B., Mrs. Harry H. Austin
Holstad, Amelia.....421 4th St., Albert Lea	.....Chisholm
	Pettis, Charlotte P.....St. Charles
	Potter, Bessie B.....Caledonia



Ranseen, Ethel, Mrs. Anton Fried, St. James  
 Ray, Ethel R. .... Minneapolis  
 Reinhard, Carl Otto Jr. .... Deceased  
 Rheberg, Rachel, 2220 Oakland Ave., Mpls.  
 Rheinberger, Erna M. .... Winona  
 Robertson, Katherine H. .... Dover  
 Roble, Dora E. 817 S. Newton St., Austin  
 Russell, Edna M. .... Winona  
 Ryel, Gladys M. .... Austin  
 Sartell, Nora A. .... St. Cloud  
 Schell, Sylvia A. .... Spring Valley  
 Schoregge, Iva M. .... Olivia  
 Seeling, Hattie L. .... St. Charles  
 Sell, Gertrude C. .... Fairfax  
 Shearer, Hazel R. .... Chatfield  
 Showers, Lillian G. .... Onalaska, Wis.  
 Simpson, Sara. .... 204 5th Ave. S. E., Mpls.  
 Skartum, Clara C. .... Lake Benton  
 Slindee, Carrie L. .... Adams  
 Slocum, Helen A. .... Winona  
 Smith, Mabel I. .... Reeds  
 Sonnenberg, Gertrude. .... Winona  
 Springer, Alta M. .... Delavan  
 Starkson, Ella J. .... Rochester  
 Steichen, Josephine, Mrs. Alfred Wise. ....  
 .... Lake City  
 Storlie, Carl J. .... Lanesboro  
 Streissguth, E. Martha. .... Arlington  
 Tosdal, Ulrica. .... Northwood, Ia.  
 Towey, Nellie D. .... Lanesboro  
 Van Dervoort, Myrtle. .... Milbank, S. D.  
 Vilas, Edith M. .... Lake City  
 Waddell, Harriet R. .... St. Louis Park  
 Weeks, Ida M. .... Winona  
 Weston, Lida A. .... Northwood, Ia.  
 Williams, Lura A. .... Cando, N. D.  
 Young, Genevieve Y. .... Rochester

## CLASS OF 1908

Aase, Lizzie B. .... Minneapolis  
 Anderson, Pearl I. .... Zumbrota  
 Archerd, Olive. .... Dodge Center  
 Balch, Mary E. .... Witoka  
 Baribeau, Emma D. .... Ely  
 Belden, Anstis D. .... Caledonia  
 Bell, Lois C. .... Chicago, Ill.  
 Berge, Ada B. .... Willow River  
 Bergh, Bessie. .... Montevideo  
 Bezanson, Edith E., 3432 Chicago Ave., Mpls.  
 Biersdorf, Helen M. .... Zumbrota  
 Blackman, Gertrude E. .... Windom  
 Bollman, Betty A. .... Wilson  
 Bonhall, Laura E. .... Minneapolis  
 Bremer, Clara E. .... Prescott, Wis.  
 Brown, Elsie M. .... Dakota  
 Brown, Lillian M. .... Argyle  
 Brownlee, Helen P. .... Lake City  
 Burgi, Florence. .... Yankton, S. D.  
 Burt, Alice M. .... Winona

Calkins, Ethel Belle. .... Winona  
 Carlson, Frances J. .... Red Wing  
 Caswell, Clara G. .... Winona  
 Chatterdon, Georgia. .... Redwood Falls  
 Chesley, Maude. .... Beaver Creek  
 Conklin, Margaret F. .... Stillwater  
 Connell, Alice, .... Monona, Iowa  
 Connell, Anna L. .... Waterville  
 Cowan, Edith B. .... 2408 1st Ave. S., Mpls.  
 Craig, Lola Bertha. .... Winona  
 Cunningham, Eugenia. .... Pipestone  
 Danielson, Stella C. .... Winona  
 Degneau, Mabel E. .... Wabasha  
 Doran, Jennie G. .... Grand Rapids  
 Doran, Katherine A. .... Grand Rapids  
 Dunn, Beth L. ....  
 .... 2521 Oakes Ave., Everett, Wash.  
 Enderlein, Meta M. .... Winona  
 Evans, Pearl. .... Redwood Falls  
 Fertig, Maude A. M. .... Arcadia, Wis.  
 Foley, Ellen. .... St. Charles  
 Fowler, Hazel C. .... Janesville, Wis.  
 Frommes, Mabel M. .... Winona  
 Gahagan, Lillian M. .... Tacoma, Wash.  
 Gerlicher, Henrietta. .... Winona  
 Geyman, Emelie L. .... Minneapolis  
 Geyman, Grace. .... Minneapolis  
 Gleason, Winifred. .... Dakota  
 Grafton, Grace. .... Seattle, Wash.  
 Greene, Mary Ethel. .... Winona  
 Hancock, Daisy G. .... Spring Valley  
 Harrington, Lucy. .... Minneapolis  
 Harvey, Ruby L. .... Buffalo  
 Hazleton, Lydia L. ....  
 .... 36 Spruce Place, Flat 21, Minneapolis  
 Healey, Pearl C. .... Kasson  
 Hennessy, Helen B. .... Winona  
 Hess, Hazel E. A. .... Winona  
 Higgins, Ethel L. .... Winona  
 Hillier, Matie J. .... Brownsdale  
 Hillyer, Helen L. .... Winona  
 Hiltz, Hildred M. .... Winona  
 Holcomb, Clara L. .... Minneapolis  
 Hollenbeck, Jean K. .... Perrysburg, Ohio  
 Holmes, Lucy H. .... Trempealeau, Wis.  
 Holtz, Grace M. .... Rochester  
 Hovde, Gertrude. .... Wabasha  
 Howell, Minnie E. .... Winona  
 Huderle, Mame A. .... Hutchinson  
 Husby, Sena G. .... Sherburne  
 Hyde, Edith M. .... Blooming Prairie  
 Jessen, Emma L. .... St. Charles  
 Johnson, Ellen M. .... Stillwater, S. D.  
 Kaiserlik, Genevieve E. .... Chatfield  
 Keeler, Grace. .... Tomah, Wis.  
 Kent, Emma. .... Sleepy Eye  
 Kingsbury, Ethel M., Mrs. C. A. Barr. ....  
 .... 616 15th St., Des Moines, Iowa  
 Kinne, Harriet. .... Winona

Kinsman, Abbie M. . . . . Dover  
 Klint, Anna S. . . . . Minneapolis  
 Knell, Irma M. . . . . Winona  
 Krumdick, Helen Dorothy . . . . . Winona  
 Lee, Christine . . . . . Rushford  
 Leonard, Marian . . . . . Lake City  
 Liljengren, Damaris E., 1927 Elliot Ave., Mpls.  
 Lokensgaard, Camilla . . . . . Hawley Falls  
 Lovelace, Nellie M. . . . . Eyota  
 Lust, Estella E. . . . . Olivia  
 Magelessen, Elsie E. . . . . Rushford  
 Magelessen, Thora . . . . .  
 . . . . . 510 W. Main St., Albert Lea  
 Malloy, Frances S. . . . . Red Wing  
 Manning, Hellen . . . . . Madison, Wis.  
 Maroney, Mae J. . . . . Eyota  
 Maxwell, Lela M. . . . . Appleton  
 McAuliffe, Doris . . . . . Gaylord  
 McCloud, Mae . . . . . Mantorville  
 McGrath, Evelyn D. . . . . Winona  
 McGrath, Meria . . . . . Rushford  
 McIntosh, Elsie . . . . . Winona  
 McKenzie, Bess M. . . . . Wabasha  
 McTigue-Prentice, Howard . . . . . McIntire, Iowa  
 Meek, Blanche . . . . . Claremont  
 Merriam, Gladys A. . . . . Wheaton  
 Meyer, Catherine H. . . . . Winona  
 Michelson, Anna A. . . . . Luverne  
 Mullen, May . . . . . Wabasha  
 Murphy, Leo F. . . . . Winona  
 Naylor, Marian E. . . . . Gettysburg, S. D.  
 Nelson, Inga . . . . . Winona  
 Odekirk, Bess M. . . . . Dodge Center  
 Olson, Edith L. . . . . Red Wing  
 Olson, Hannah A. . . . . Winona  
 Olson, Helen H. . . . . Red Wing  
 O'Meara, Sarah T. . . . . St. Charles  
 O'Shanesy, Mildred J. . . . . Winona  
 Parish, Eva I. . . . . Rushford  
 Pavlish, Lenora . . . . . Chatfield  
 Pfeil, Nora E. . . . . St. Charles  
 Power, Anna C. . . . . Winona  
 Reichert, Frieda H. . . . . Watertown, S. D.  
 Reinert, Mae . . . . . Rushford  
 Remington, Flora . . . . . Wells  
 Reul, Myrtle F. . . . . Baraboo, Wis.  
 Robertson, Ethel Harris . . . . . Sleepy Eye  
 Rogers, Ernest C. . . . . Hammond  
 Rolph, Carrie S. . . . . Minneapolis  
 Ryder, Hazel . . . . . Summit, N. D.  
 Sawyer, Adelaide, Mrs. W. M. Pratt, Chisholm  
 Schmit, Eva D. . . . . Wabasha  
 Schoyen, Christine . . . . . Rushford  
 Schumacher, Frieda L. . . . . Winona  
 Siebold, Pearl M. . . . . Hutchinson  
 Simpson, Mabel I. . . . . Minneapolis  
 Smith, Henrietta M. . . . .  
 Spencer, Maye A. . . . . St. Charles  
 Staples, Fannie C. . . . . Howard Lake

Steffen, Leone . . . . . Elba  
 Stenseth, Sophia G. . . . . Grand Meadow  
 Strouse, Marie I. . . . . Minneapolis  
 Subra, Hattie M. . . . . Waltham  
 Sweazey, Minnie Belle . . . . . Winona  
 Taisey, Helen F. . . . . Winona  
 Tait, Bernice E. . . . . Spring Valley  
 Terry, A. Grace . . . . . Gladstone  
 Thomes, Mildred . . . . . Minneapolis  
 Thompson, Alice M. . . . . Winona  
 Torgeson, Clara L. . . . . Lime Springs, Iowa  
 Tosdal, Hannah L. . . . . Northwood, Iowa  
 Tower, Grace M. . . . . West Salem, Wis.  
 Tuell, Jennie H. . . . . Winona  
 Ward, Louise E. . . . . Northfield  
 Watts, Maggie P. . . . . St. Charles  
 White, Donald F. . . . . La Moille  
 Wilkie, Sylvia J. . . . . Hobart, Okla.  
 Wisely, Mary D. . . . . Minneapolis  
 Withrow, Grace N. . . . . Homer  
 Wolter, Gertrude K. . . . . St. Charles  
 Wunderlich, Charlotte F. . . . . Red Wing  
 Yearian, Ida . . . . . Chatfield  
 Zickrick, Berenice . . . . . Winona  
 Zickrick, Etta . . . . . St. Charles

#### CLASS OF 1909

Adams, Lovina R. . . . . Luverne  
 Albrecht, Margaret E. . . . . Mapleton  
 Anderson, Clara Annette . . . . . West Concord  
 Baker, Ethel F. . . . . Kasson  
 Baker, George M. . . . . Hopkins  
 Barber, Eva . . . . . Spring Valley  
 Bauernfeind, Lucinda . . . . . Kenyon  
 Berden, Bernice . . . . . Chatfield  
 Boell, Clara E. . . . . Winona  
 Brammer, Sara E. . . . . Winona  
 Brown, Florence H. . . . . Wabasha  
 Brown, Jennie . . . . . Wabasha  
 Brown, Warren Elmer . . . . . Rochester  
 Brugger, Mary P. . . . . Winona  
 Brunner, May, 923 8th St. S. E., Minneapolis  
 Bunge, Amanda . . . . . Eitzen  
 Butler, Bessie . . . . . Merrill, Wis.  
 Byrnes, Mary S., 325 E. Franklin Ave., Mpls.  
 Canfield, Anna E. . . . . Kellogg  
 Canfield, Eva A. . . . . Frontenac  
 Carlson, Ida C., 901 13th Ave. S., Minneapolis  
 Carlisle, Isabelle . . . . . Lansing, Iowa  
 Cassidy, Jane M. . . . . Eyota  
 Castle, Winifred . . . . . Pine Island  
 Chaffee, Bessie C. . . . . Detroit  
 Christensen, Dagmar E. . . . . Robbinsdale  
 Clark, Helen M. . . . . Afton  
 Colgan, Fanny L. . . . . Wells  
 Condon, Ormonde, 1602 Linden Ave., Mpls.  
 Connolly, Maryan . . . . . Prior Lake  
 Connors, Myrtle E. . . . . Stillwater  
 Constantine, Mabel R. . . . . Red Wing

Coulter, M. Etta....	E. Grand Forks, N. D.	Meixner, Anna L.....	Owatonna
Crane, Maude M.....	Grand Meadow	Morey, Bertha L.....	Winona
Culver, Rena M.....	Chatfield.	Munger, Alice.....	Winona
Daniels, Jessie R.....	Rock Island, Texas	Murphy, Agnes Grace, 811 15th Ave. S.,	Mpls.
Dillon, Regina.....	New Hampton, Ia.	Nagle, Janet.....	Bagley, Wis.
Dorival, Grace A.....	Caledonia	Nygren, Anna L.....	Kellogg
Dowe, Florence E.....	Lake City	O'Bevan, Pauline M.....	Winona
Drotning, Wilma E.....	Stoughton, Wis.	O'Brien, Minnie M.....	Taylor's Falls
Ehlers, Gertrude B.....	Winona	Olson, Florence A.....	St. Charles
Ehmke, Frances M.....	Winona	Parks, Jocie B.....	Spring Valley
Engelson, Lilly A.....	Le Roy	Peabody, Vivian E.....	Redwood Falls
Erickson, Alpha M.....	Fergus Falls	Potter, Edith.....	Winona
Fairbanks, Mae C.....	Austin	Quigley, Mary L.....	Kellogg
Polkestad, Clara E.....	Kasson	Radichel, Clara L.....	Lake Crystal
Foot, Frances M.....	Red Wing	Raihle, Ruby O., 213 Church St. S. E.,	Mpls.
Gentskow, Cleon J.....	Minneiska	Remshardt, Marie.....	Red Wing
Ghering, Emma.....	Larimore, N. D.	Ritchie, Harriet E.....	Winona
Glenn, Ella E.....	Olivia	Roe, Lucille.....	Columbus, N. D.
Gorr, May A.....	Winona	Ronan, Jeannette M.....	Lewiston
Gray, Hazel F.....	Rochester	Roll, Ida C.....	Adrian
Guentz, Mattie B.....	Winona	Rueber, Ethel H.....	Chatfield
Halderson, Stella.....	Trempealeau, Wis.	Ruud, Agnes.....	La Crosse, Wis.
Halloran, Katherine G.....	Chatfield	Sainsbury, Maude M.....	La Moile
Harbin, Ethel E.....	St. Paul	Schleiger, Hilda M.....	Grand Meadow
Harkness, Ida M.....	Buffalo	Scott, Laura M.....	Faribault
Hart, Catherine M.....	Hastings	Seaburn, Myrtle A.....	Grand Meadow
Heffron, Alice M., 1722 11th Ave. S.,	Mpls.	Sell, Dora C.....	Adrian
Hennessy, Katherine.....	Winona	Serum, Marie A.....	Fairfax
Hess, Cora A.....	Winona	Sherman, Margaret L.....	Red Wing
Hogan, Katherine M.....	Janesville	Small, Gertrude M.....	St. Charles
Holub, Louise R.....	New Prague	Smetana, Mary L.....	Hopkins
Howe, Marie R.....	Kellogg	Smith, Gertrude A.....	New Richland
Hoyt, Bessie W.....	Lake City	Sorensen, Mabel M.....	Easton
Jackson, Florence.....	Winona	Strouse, Millie Nehr, 2505 Clinton Ave.,	Mpls.
Jacobson, Olga K., 519 3rd Ave. N. E.,	Mpls.	Stuart, Agnes P.....	St. Paul
Jahn, Minnie, 2216 Central Ave. N. E.,	Mpls.	Sunwall, Agnes, 325 E. Franklin Ave.,	Mpls.
Junkin, Jennie D.....	Kellogg	Swain, George Warner.....	Winona
Kirschstein, Vera W.....	Winona	Swanson, Hilma C.....	Milbank, S. D.
Klein, Mabelle V.....	Caledonia	Swenson, Clara J.....	Flambeau, Wis.
Kowalewska, Monica B.....	Winona	Toftley, Ellen B.....	Glencoe
Kremers, Lydia.....	Whitehall, Wis.	Tower, Mary R.....	Winona
Kuske, Ella P.....	Olivia	Trautner, Anna A.....	Winona
Lamm, Katherine.....	Lake City	Trautner, Katherine C.....	Winona
Larson, Wilma B.....	Tracy	Ungerman, Nellie B.....	Waseca
Lathrop, Clara L.....	Northfield	Walters, Bonnie B.....	Minneapolis
Ledbetter, Orda.....	Clarkfield	Wampler, Anna M.....	Postville, Iowa
Leighton, Mabel.....	Caledonia	Watkins, Lilian M.....	Watertown, S. D.
Lindeman, Esther E.....	N. Redwood	Webb, Gladys M.....	Montevideo
Lord, Hazel V.....	Forest Lake	Wells, Elizabeth M.....	Winona
Lumley, Edith J.....	Buffalo	Wheeler, Mabel C.....	Winona
Maland, Lillie C.....	Rushford	Whitney, Carmen E.....	Wells
Manley, Regina E.....	Winona	Wilkinson, Ira W.....	Dakota
McBride, Adelaide M.....	Janesville	Williams, Ella B.,.....	Mason City, Iowa
McCoy, Jennie E.....	Osage, Iowa	Williams, Hazel L.....	Faribault
McDonnell, Clella.....	Greene, Iowa	Williams, Melissa, 1925 Hillside Ave. N.,	Mpls.
McLean, Helena.....	Brookside, Mont.	Withers, Blanch Ardelle.....	Northfield
McManus, Mamie.....	Trempealeau, Wis.	Wolf, Ruth A.....	Nerstrand
McNallan, Rose.....	Kellogg	Zeches Cece'lia.....	St. Charles



## CLASS OF 1910

Ainsworth, Inez C.....	St. James
Anderson, Nelia.....	Maple Hill, Iowa
Becker, Louise M.....	Winona
Bell, Charles Edward.....	Andrew, Iowa
Bibbins, Helen H.....	Chatfield
Boylan, Eileen M.....	Watertown
Bradley, Rhoda Bernice.....	Lake Benton
Broderson, Anna H.....	Winona
Broderson, Clara C.....	Winona
Brooks, Margaret C.....	Winona
Browne, Marie W.....	2752 Elliot Ave., Mpls.
Burkleo, Janie.....	Stillwater
Calkins, Emma Alice.....	Trempealeau, Wis.
Carhart, Clara.....	Trempealeau, Wis.
Carter, Ethel G.....	Cedar Rapids, Iowa
Carter, Myrtle G.....	Cedar Rapids, Iowa
Chmel, Bessie.....	Hopkins
Clark, Flora A.....	Lamberton
Clarkson, Bessie B.....	Owatonna
Colville, Jean A.....	Redwood Falls
Connolly, Florence M.....	Stillwater
Cowing, Lilian J.....	Jackson
Cronen, Grace A.....	Le Sueur
Cronin, Florence.....	Winona
Crouch, Lelia G.....	Winona
Dale, Mary.....	Dover
Davidson, Florence.....	Dover
Davison, Bess H.....	Winona
Didier, Marcelle C.,...	1800 1st Ave. S., Mpls.
Dussche, Elva.....	Alma, Wis.
Dvorak, Rose I.....	Renville
Elkins, Mary K.....	Lake City
Ernst, Cora Grayce.....	Dodge Center
Evans, Alice J.....	Alma, Wis.
Ewing, Louise G.,...	800 Hague Ave., St. Paul
Ferguson, Bessie.....	Duluth
Fladager, Bertha.....	Spring Grove
Flahavan, Frances A.,	2531 16th Ave. S., Mpls.
Fraley, Emma J.....	West Concord
Fried, Orrin.....	Fountain City, Wis.
Fritze, Flora C.....	Winona
Galvin, Jane C.....	Preston
Garrett, Vivian.....	Minneapolis
Garvey, Florence M.....	.....
.....	4811 Lyndale Ave. S., Minneapolis
George, Jess R.....	Renville
Geyman, Ruth H.....	Winona
Giere, Olga T.....	Whalan
Gilbertson, Frieda.....	Minneota
Glenn, Catherine V.....	Olivia
Goodhue, Edith May.....	Winona
Gorman, Margaret.....	Kellogg
Grant, Florence.....	Faribault
Griesel, Elizabeth.....	Winona
Haefner, Viola.....	La Crosse, Wis.
Haines, Ethel A.,	2616 Park Ave., Minneapolis
Halbert, Grace A.....	Hinsdale, Mont.
Halloran, Irene C.....	Minneapolis
Harkness, Laura.....	Winona
Hauge, Catherine E.....	Nerstrand
Hedenstad, Ruth.....	Albert Lea
Hess, Elsie W.....	Winona
Hitchcock, Eleanor.....	Sparta, Wis.
Hood, Leone B.....	Spring Green, Wis.
Howatt, Helen A.....	Lake City
Huefner, Stanley R.....	Winona
Humphreys, Muriel....	334 E. 17th St., Mpls.
Iverson, Mabel.....	La Crosse, Wis.
Jacob, Dora.....	La Crosse, Wis.
Jahn, Louise Katherine.....	Winona
Johnson, Addie N.....	Watertown, S. D.
Johnston, Nelle E.....	Dakota
Jordan, Olga.....	Winona
Josephson, Hattie C.....	Red Wing
Joslyn, Myrtle R.....	Mantorville
Judson, Hazel M.....	Faribault
Koebke, Ada A.....	Elgin
Kremer, Myrtle M.....	Winona <sup>a</sup>
Krier, Mary E.....	Caledonia
Kuehn, Louise M.....	.....
.....	1439 Marshall St. N. E., Minneapolis
Lansing, Anna.....	Owatonna
Larson, Edna Anetta....	Thief River Falls
Larson, Geva N.....	Mabel
Lathrop, Bertha B.....	Northfield
Lees, Amy E.....	1189 Hague Ave., St. Paul
Leonard, Grace F.....	Spring Valley
Lindsley, Leora Mac.....	Jackson
Longini, Irene.....	Winona
McCarthy, Winifred.....	.....
.....	2924 17th Ave. S., Minneapolis
McCool, Katherine.....	Winona
McDonald, Laura M.....	.....
.....	307 S. Exchange St., St. Paul
McGrath, Sadie E.....	Rushford
McIntyre, Jean E.,	2801 Garfield Ave. S., Mpls.
McLaughlin, Josephine.....	.....
.....	86 N. Lyndale Ave., Minneapolis
McLeod, Bessie.....	Rushford
McNickle, Ruth M.....	Winona
McQuay, Hazel A.....	Winnebago
Marzolf, Florence.....	Hastings
Mellgren, Xenia M.....	Dunell
Maxwell, Ada M.....	Winona
Mielke, Mattie M.....	Elgin
Milbrath, Elsie L.....	Lester Prairie
Miles, Linnie I.....	Winona
Miller, Flora M.....	Watertown, S. D.
Mundell, Grace H.....	Chatfield
Munro, Charlotte J.....	Faribault
Nelson, Emma.....	Kasson
Nickels, Louise M.....	Rochester
Nicol, Rachel E.....	Sparta, Wis.
Nordenmalm, Emma C.....	Lake City



O'Dea, Anna.....	Lewiston	Sparks, Belle.....	Minneapolis
Olson, Helen Merinda.....	Red Wing	Sterrett, Inez V.....	Lake City
Otis, Eleanor.....	St. James	Strong, Helen G.....	Winona
Owens, Anna.....	Mazeppa	Strouse, Millie N., 2530 Chicago Ave.,	Mpls.
Palmer, Helen.....	Clear Lake, S. D.	Thompson, Alice M.....	White Bear
Parks, Ruth E.....	La Crosse, Wis.	Timmons, Edna.....	Winona
Patterson, Lela.....	Harmony	Tobias, Frances.....	Kellogg
Pfeil, Minnie L.....	St. Charles	Tracy, Agnes Matilda.....	
Polyblank, Mabel L.....	Trempealeau, Wis.	.....499 E. Minnehaha St.,	St. Paul
Prescott, Sarah E.....	Winona	Tuel, Jennie H.....	Winona
Price, Vera.....	Tracy	Turner, Florence.....	Lake Crystal
Raabe, Laura.....	Spring Valley	Turnquist, Pearl B.....	Stillwater
Race, Adella.....	Minneapolis	Tuttle, Anna.....	Winona
Rhines, Hazel L.....	Caledonia	Wagner, Laura.....	Winona
Rogers, Ethel.....	Stillwater	Wakefield, Ethel M.....	Lake Benton
Rounds, Florence J.....	Sleepy Eye	Walters, Bonnie E., 7 E. 25th St.,	Minneapolis
Rowe, Zella C.....	Owatonna	Wangen, Ada J.....	Wells
Rowell, Grace A.....	North Branch	Warner, Margaret.....	Waterville
Ryan, Marion.....	Winona	Weber, Edna M.....	Creswell, Oregon
Schaefer, Grace A.....	Ely	Westman, Esther E.....	Winona
Schoening, Ida, 2109 Fremont Ave. S.,	Mpls.	Wiegand, Frieda L.....	Waseca
Schossow, Rose.....	Winona	Wilson, Eva F.....	Watertown, S. D.
Schuneman, Alice A.....	Hutchinson	Wind, Kate, Sta. F, R. F. D. 2,	Minneapolis
Seymour, Franc.....	Lake City	Winter, Clara E.....	Waterville
Silsbee, Lilah Bibbins.....	Chatfield	Woon, Isabelle M.....	Prescott, Wis.
Small, Ruby.....	St. Charles	Wright, Jessie C.....	Winnebago
Snider, Anna.....	Wilton	Zimmerman, Minnie.....	Spring Valley

## FACULTY REGISTER

## PRINCIPALS AND PRESIDENTS

John Ogden.....	1860 — Dec., 1861	Present Address
*V. J. Walker.....	1861 — March, 1862	Seattle, Wash.
No session.....	1862 — 1864	
*John J. McMyrn.....	1864 — Resigned without service.	
*William F. Phelps.....	1864 — 1876	
*Charles A. Morey.....	1876 — 1879	
°Irwin Shepard.....	1879 — 1898	Winona, Minn.
	Sept. 1898 — Dec. 1898.....	School under administration of faculty with Director Morey as Acting Principal.
Frank A. Weld.....	1898 Elected; did not accept	Moorhead, Minn.
J. F. Millspough.....	1898 — 1904.....	Los Angeles, Cal.
G. E. Maxwell.....	1904 —	Winona, Minn.

The following is a list of the teachers who have served in the faculty of the State Normal School at Winona since its organization:

Name	Date of Service	Office	Present Address
Dr. D. B. Reid.....	1860 — 1861....	Lecturer in Chemistry	
*Wm. J. Stearns.....	1860 — 1861....	Assistant Principal	
*Wm. Jay Youmans.....	1864 — 1867....	Chem., Physiol., Hygiene	
*O. D. Adams.....	1864 — 1868....	Vocal Music	
*Mary V. Lee.....	1864 — 1872....	Meths. of Teach.	
Belle S. Thompson.....	1864 — 1875....	Math. & Methods.....	St. Paul, Minn. 612 Holly Ave.

\* Deceased.

° The title Principal was changed to President in 1880.

## HISTORICAL SKETCH

Name	Date of Service	Office	Present Address
Sarah J. Timanus.....	1864 — 1869....	Critic Mod. School.....	Washington, D. C.
(Mrs. Wilbur Crafts)			206 Penn Ave. S. E.
Christine H. Gilbert.....	1864 — 1870....	Critic Mod. School.....	Ithaca, N. Y.
			518 E. State St.
*Clara P. Sheldon .....	1866 — 1868....	Critic Mod. School	
*Emma Bancroft.....	1866 — 1868....	Asst. in Music	
(Mrs. John Andrews)			
Charilla R. Hamblin.....	1867 — 1868....	Vocal Music	
(Mrs. Doan)			
Cooper G. Walker.....	1868 — 1869....	Asst. Mod. School.....	Spokane, Wash.
			1420 3rd Ave.
*J. B. McGibeny.....	1869 — 1873....	Vocal Music	
Eugenia A. Wheeler.....	1869 — 1876....	Geography .....	Minneapolis, Minn.
(Mrs. Harvey Slade Goff)			2628 Clinton Ave.
*Minnie F. Hewitt.....	1869 — 1872....	Critic in Mod. School	
Charles C. Curtiss.....	1870 — 1874....	Penmanship.....	Valley City, N. D.
	1881 — 1883/		State Normal School.
Ellen F. Williams.....	1870 — 1871....	Asst.	
*A. Jennie Farber.....	1870 — 1872....	Critic Mod. School	
*Josie A. Stevens.....	1871 — 1872....	Critic Mod. School	
Anna Sanderson.....	1872 — 1874....	Methods of Teach.....	Aurora, S. D.
Sarah L. Wheeler.....	1872 — 1876....	Hist. and Geog.....	Minneapolis, Minn.
			2628 Clinton Ave
Myra Kimball.....	1872 — 1879....	Critic Mod. School.....	Parana,
(Mrs. Goldney)			Argentine Republic, S. A.
*Mary A. W. Cooley.....	1873 — 1877....	Music and Gymnastics	
Franc E. Sharp.....	1873 — 1877....	Critic Mod. School.....	Minneapolis, Minn.
(Mrs. Dr. L. W. Denton)			2022 Portland Ave.
Delia A. Browning.....	1873 — 1879....	Critic Mod. School.....	Washington, D. C.
(Mrs. W. P. Rogers)			
Conrad Utzinger.....	1873 — 1874....	Asst. Mod. School.....	San Francisco, Cal.
			1063 Broadway
*Charles A. Morey.....	1874 — 1879....	Natural Science	
*John D. Lord.....	1874 — 1875....	Penmanship and Draw.	
*Clarence M. Boutelle.....	1874 — 1883....	Mathematics	
Clara J. Armstrong.....	1875 — 1876....	Gram. Rhetoric, & Lit...	Los Angeles, Cal.
			137 W. Adams St.
Corlis J. Pickert.....	1875 — 1879....	Hist. and Eng.....	St. Charles, Minn.
Fanny J. Kimber .....	1876 — 1881....	Methods of Teach.....	St. Anthony Park,
(Mrs. Fanny Boutelle)			St. Paul
Fayette L. Cook.....	1876 — 1879....	Penmanship.....	Spearfish, S. D.
			Pres. Spearfish Normal School
L. W. Denton.....	1876 — 1877....	Critic Mod. School.....	Minneapolis, Minn.
			2022 Portland Ave.
Jennie G. Stewart.....	1877 — 1878....	Vocal Music and Gym.	
Martha Brechbill.....	1877 — 1889....	Geog. & Physiology.....	Winona, Minn.
(Mrs. Dr. J. B. McGaughey)			
Gertrude L. Chapin.....	1877 — 1879....	Gram. and Arith.....	Litchfield, Minn.
(Mrs. A. F. Foster)			
Anna G. Baldwin.....	1877 — 1883....	Critic Mod. School.....	Bryn Mawr, Pa.
			Baldwin Prep. Sch.
Theo. J. Richardson.....	1879 — 1880....	Penman. and Draw.....	Pacific Grove, Cal.
Alice H. Bingham .....	1879 — 1883....	Critic Mod. Sch.....	Glendive, Mont.
(Mrs. B. R. Mead)			
Mary Gorham.....	1879 — 1880....	Vocal Music	

\* Deceased.

Name	Date of Service	Office	Present Address
Kate Grant.....	1879 — 1880	English Lang.....	London, Eng.
(Mrs. Wm. Hope)		Elmhurst, Arlington Road, Twickenham Park	
*Lillian Partridge.....	1879 — 1880	Critic Mod. Sch.	
Louie H. Benney.....	1880 — 1881	English Lang.	
(Mrs. Stewart)			
Blanche D. MacKie.....	1880 — 1882	Vocal Music	
Jennie Ellis.....	1880 — 1882	Hist. and Civil Govt....	Omaha, Nebr.
(Mrs. Judge W. W. Keysor)			
Kate M. Ball.....	1880 — 1882	Industrial Draw.....	San Francisco, Cal.
		Supt. Draw., City Schools	
*Alfaretta Haskell.....	1880 — 1882	Critic Mod. School	
Mary Hartman.....	1881 — 1882	Math. and Latin.....	Normal, Ill.
Florence C. Wheat.....	1881 — 1882	English Lang.	
*Sophie L. Haight.....	1881 — 1883	Rhetorical and Elocution	
Sarah C. Eccleston.....	1881 — 1883	Director Kindergarten...	Buenos Ayres, S. A.
Alcinda L. Morrow.....	1882 — 1883	English and Methods....	Los Angeles, Cal.
(Mrs. Alcinda Whitson)			1031½ W. 31st St.
Kate L. Sprague.....	1882 — 1908	Math.....	Farmington, Mich.
Henrietta E. Gilbert.....	1882 — 1883	Vocal Music	
Vienna Dodge.....	1882 — 1891	Industrial Draw.....	Webster, N. H.
(Mrs. Henry F. Pearson)			
John M. Holzinger.....	1882 — 1889		
	1894 —		Winona, Minn.
*Mary E. Couse.....	1882 — 1884	Critic Mod. School	
(Mrs. O. B. Gould)			
Antoinette Choate.....	1882 — 1883	Critic Mod. School.....	East Pasadena, Cal.
(Mrs. Richardson)			360 N. Michigan Ave.
Thomas H. Kirk.....	1883 — 1887	Natural Science.....	Monrovia, Calif.
Ada L. Mitchell.....	1883 — 1887	Vocal Music.....	Tacoma, Wash.
(Mrs. C. H. Boynton)			c. o. Tacoma Ledger
Anna C. Fockens.....	1883 — 1887	Librarian and English...	Toledo, Ohio
(Mrs. Chauncy N. Waterman)			918 Norwood Ave.
Jeannette McCool.....	1883 — 1892	Critic Mod. School.....	Normal, Ill.
(Mrs. Manfred J. Holmes)			
Mary E. Sykes.....	1883 — 1884	Critic Mod. School	
Belle Thomas.....	1883 — 1884	Critic Mod. School	
Angeline Brooks.....	1883 — 1883	Director of Kgn.....	Springfield, Mass.
*Eudora Hailman.....	1883 — 1884	Director of Kgn.	
(Mrs. Wm. N. Hailman)			
Sarah E. Whitaker.....	1884 — 1885	English Lang.....	Milwaukee, Wis.
(Mrs. Dr. D. C. John)			
Irene M. Mead.....	1884 — 1904	English Lang.	
	1906 — 1909	Registrar.....	Long Beach, Cal.
*Georgia Timerson.....	1884 — 1885	Critic Mod. School	
Florence A. Reed.....	1884 — 1885	Critic Mod. School	
Harriet R. Donovan.....	1884 — 1889	Director Kgn..	Winona, Minn.
(Mrs. H. Choate)			
Gertrude Staples.....	1885 — 1889	English Lang.....	Eugene, Oregon
(Mrs. Seward Allen)			
Clara L. Grow.....	1885 — 1890	Critic Mod. School.....	Winona, Minn.
(Mrs. Clara Grow Pett)			
Ada L. Fairfield.....	1885 — 1887	Critic Mod. School	
Caroline V. Smith.....	1889 —	Vocal Music and Pen....	Winona, Minn.
Anna E. Broadwell.....	1886 — 1888	Latin and History.....	Scranton, Pa.
(Mrs. Charles Davidson)			
Ellor F. Carlisle..	1886 — 1887	Critic Mod. School.....	Boston, Mass.
			c. o. Bd. of Education, Mason St.

\* Deceased.

## HISTORICAL SKETCH

Name	Date of Service	Office	Present Address
*Frances A. Elmer.....	1886 — 1907....	Librarian and Latin	
Elmer E. Whitted.....	1887 — 1887....	Ass't in English	
Sarah M. Row.....	1887 — 1888....	Critic in Mod. School	
Verna E. Sheldon.....	1888 — 1889....	Hist. and Civ. Gov.....	Columbia, Mo.
(Mrs. Fred. C. Hicks)			
Mary A. Keyes.....	1888 — 1900....	Critic Mod. School.....	Winona, Minn.
George E. Knepper.....	1889 — 1891....	Inst. Conductor.....	Jamestown, N. D.
		Dean Jamestown College	
Kate E. Ernst.....	1889 — 1894....	Director Kgn .....	Winona, Minn.
(Mrs. Edward Lees)			
Anna O. Yeaton.....	1889 — 1896....	Critic Mod. School.....	Kalispell, Mont.
(Mrs. Harry G. Miller)			
*Celia M. Mitchell.....	1889 — 1891....	Eng. and Hist.	
Chas. A. McMurry.....	1889 — 1892....	Methods and Supt..	State Normal School
		Mod. School.....	DeKalb, Ill.
Nellie E. Turner.....	1889 — 1890....	Critic Mod. School.....	Greencastle, Ind.
(Mrs. Nellie E. Anderson)			
*Linnaeus P. Cravens.....	1890 — 1891....	Mathematics	
L. S. Ross.....	1890 — 1891....	Natural Science	
Lydia E. Kniss.....	1890 — 1891....	Hist. and Rhetoric	
Ella Patterson.....	1890 — 1891....	Critic Mod. School....	Teacher in high school, Minneapolis, Minn.
Edwin J. Freeman.....	1891 — 1898....	Natural Science.....	Minneapolis, Minn.
Manfred J. Holmes.....	1891 — 1897....	Hist. and Civ. Govt.....	Normal, Ill.
			State Normal School
Mary W. Gilbert.....	1891 — 1892....	Draw. and Geog.....	New Bedford, Mass.
			Supervisor of Draw.
Bertha H. Speckman.....	1891 —	Draw.....	Winona, Minn.
Lona Washburn.....	1891 — 1892....	Critic Mod. School.....	Evansville, Wis.
(Mrs. R. W. Richmond)			
Mary E. Macintyre.....	1891 — 1892....	Director of Kgn.	
Grace D. Hopkins.....	{1891 — 1907}		
(Mrs. J. G. Hopkins)	{1909 — 1910}	Sec'y and Registrar....	Winona, Minn.
*Louis H. Galbreath.....	1892 — 1896....	Methods & Supt. Mod. Sch.	
E. A. Kirkpatrick.....	1892 — 1897....	Psychol. & Phil. of Ed...	Fitchburg, Mass.
Fanny G. French.....	1892 — 1898....	Ass't. Mathematics.....	Alexandria, Minn.
Mary E. O'Brien.....	1892 — 1900....	Critic Mod. School.....	Jackson, Mich.
Lillian M. Tompkins.....	1892 — 1894....	Critic Mod. School.....	Flushing, L. I.
(Mrs. Willard Parsons)			307 Lincoln St.
Harriet M. Packard.....	1893 — 1898		
	1899 — 1910....	Ass't in Kgn .....	Winona, Minn.
Elizabeth Share.....	1894 — 1895....	Critic Mod. School.....	Brookline, Mass.
			4 Washburn Ave.
S. Lillian Blaisdell.....	1894 — 1895....	Director of Kgn.....	Minneapolis, Minn.
			1701 3rd Ave. S.
Emily R. Harris.....	1895 — 1898....	Ass't. Eng. Lang.....	Minneapolis, Minn.
(Mrs. I. E. Bell)			2401 Park Ave.
Nora Atwood.....	{1895 — 1899}		
	{1908 — 1910}	Kgn. Director..	Rochester, N. Y.
			1417 S. E. 6th St.
Grace W. Leavitt.....	1895 — 1897....	Critic Mod. School.....	St. Paul, Minn.
(Mrs. James C. Matchitt)			
Dimon H. Roberts.....	1896 — 1900....	Meth. and Supt.	
		Mod. School.....	Ypsilanti, Mich.
			State Normal College

\* Deceased.



Name	Date of Service	Office	Present Address
Edward M. Lehnerts.....	1896 — 1907...	Geog.....	Minneapolis, Minn. University of Minn.
Clara A. Poe.....	1896 — 1901...	Critic Mod. School.....	Seattle, Wash.
(Mrs. Fred Sexton)			
Mary L. Gilman ...	1896 — 1897...	Critic Mod. School	
Katherine J. Everts.....	1896 — 1899...	Expression.....	Boston, Mass. 25 W. Cedar St.
Katherine Andrews.....	1897 — 1897...	Ass't. Math.....	Massena, N. Y.
Miriam C. Winchester.....	1897 — 1898...	Critic Mod. School.....	San Francisco, Cal. c. o. Cosmos Club
(Mrs. Chas. Eberlein)			
George O. Virtue.....	1897 — 1909...	Hist. and Civics.....	Lincoln, Nebr. University of Nebr.
Lois E. Voswinkel.....	1897 — 1898...	Ass't. Critic.....	Tomah, Wis.
Louise Montgomery.....	1898 — 1899...	Ass't. in Eng...	
Joseph S. Gaylord.....	1898 —	Psy. & Hist. of Ed.....	Winona, Minn.
Jeannette Morey.....	1898 — 1906...	Ass't. in Eng.	
(Mrs. J. R. McConnon)		Critic in Mod.....	Winona, Minn.
Mary Everts.....	1898 — 1898...	Expression.....	Lake Forest, Ill.
(Mrs. Chas. Ewing)			
Caroline Choate.....	1898 — 1898...	Ass't. Kgn.....	Winona, Minn.
Frederick E. Searle.....	1898 — 1899...	Natural Science.....	Detroit, Mich. Prin. Detroit Sch. Boys
Theda Gildemeister.....	{1898 — 1907}	Critic, Prin. El. Sch.	
	{1908 — }	Sup. of Train.....	Winona, Minn.
Jessie Dillon.....	1898 — 1899...	Critic Mod. School	
Ida D. Aikins.....	1898 — 1900...	Librarian.....	Montreal, Canada
(Mrs. Rhys Fairbairn)			
Wilfred H. Manwaring.....	1898 — 1901...	Natural Science	
Frances G. Williston.....	1898 — 1899...	Ass't. in Eng.	(Married)
Katherine Gill.....	1898 — 1901...	Expression.....	Brooklyn, N. Y. 114 St. Marks Ave.
(Mrs. C. R. West)			
Isabella M. Austin.....	{1899 — 1903}		University of Wash.,
	{1905 — 1906}	Critic in Mod. School...	Seattle, Wash.
Edith Dixon.....	1899 — 1900...	Ass't. Kgn.....	Winona, Minn.
G. E. Maxwell.....	1900 — 1904...	Prin. Train. Dept.....	Winona, Minn.
Mary Grant.....	1900 —	Librarian.....	Winona, Minn.
Luella Tupper.....	1900 — 1901...	Draw. & Man. Train.....	Oak Park, Ill. 319 N. Grove Ave.
Elnora Richardson.....	1900 — 1903...	Critic Mod. School.....	Elgin, Minn.
Lucy E. Browning.....	1900 — 1904...	Director Kgn.....	Elgin, Ill.
Lottie J. Abbott.....	1900 — 1902...	Critic Mod. School	
Charlotte A. Kluge.....	1900 — 1901...	Ass't. in Psychol.....	Charleston, Ill.
(Mrs. Frank Popham)			
William H. Munson.....	1901 —	Zool. and Phys. Sci.....	Winona, Minn.
Carrie F. Saunders.....	1901 —	Critic Mod. School.....	Winona, Minn.
Mary A. Lowell.....	1901 — 1902...	Eng. and Geog.	
Helen C. Willard.....	1901 — 1903...	Rhetoric and Reading...	New York City, N. Y. 430 W. 116th St.
Fannie Johnston.....	1901 — 1903...	Critic Mod. School.....	Cheney, Wash.
Estelle Dalbey.....	1901 — 1902...	Man. Train.	
Harriet Goodrich.....	1902 — 1906...	Man. Train.....	Grand Rapids, Mich.
Ama C. Stevenson.....	1902 — 1906...	Critic Mod. School.....	Spokane, Wash.
(Mrs. L. C. Barrett)			1117 Maxwell Ave.
Helen F. Staples.....	1902 —	Critic Mod. School.....	Winona, Minn.
J. Franklin Messenger.....	1903 — 1904...	Psychol. and Phil.....	Burlington, Vt. University of Vermont

\* Deceased.

## HISTORICAL SKETCH

Name	Date of Service	Office	Present Address
Alice M. Paine.....	1903 — 1905....	Critic Mod. School....	New York City Ethical Culture School
Virginia Jarman.....	1904 — 1908....	Read. and Expression...	Winona, Minn.
(Mrs. J. W. S. Gallagher)			
Rebecca Martin.....	1904 — 1908....	Director Kgn.....	Helena, Mont.
(Mrs. J. H. White)			
Werrett W. Charters.....	1904 — 1907....	Meth. and Prin. Train. Dept.....	Univ. of Mo., Columbia, Mo.
Charlotte B. Chorpennig.....	1904 —	Eng. Lang. and Lit.....	Winona, Minn.
(Mrs. J. C. Chorpennig)			
Mary R. McCutchen.....	1904 — 1905....	Ass't. in Eng.....	Winona, Minn.
Sara E. Buck.....	1905 — 1907....	Critic Mod. School.....	Holyoke, Col.
(Mrs. Samuel I. Rand)			
Jean Weidensall.....	1905 — 1906....	Ass't. in Psychol.	
Mary E. Rich.....	1905 — 1906....	Critic in Mod. School....	Oshkosh, Wis.
Ann L. Clarke.....	1905 — 1906....	Ass't. in Kgn.....	Winona, Minn.
Christine H. Boysen.....	1905 — 1907....	Ass't. in Eng.....	University, N. D. University of N. D.
Edith M. Penney.....	1905 — 1906....	Latin.....	Minneapolis School
Elizabeth M. Thompson.....	1905 — 1906....	Critic Mod. School	
Lou A. Sindlinger.....	1906 — 1907....	Ass't. in Kgn.	
Harriet I. Carter.....	1906 —	Critic Mod. School.....	Winona, Minn.
J. H. Sandt.....	1906 —	Man. Train.....	Winona, Minn.
Elizabeth L. Smith.....	1906 — 1909....	Latin.....	Council Grove, Kan.
Alice L. Pratt.....	1906 — 1907....	Critic Mod. School.....	Pittsburgh, Pa. 6358 Aurelia St.
(Mrs. Carter Weaver)			
Maude Thompson.....	1907 — 1908....	Critic Mod. School.....	Minneapolis, Minn. 2314 Portland Ave.
Edna Grace Merriam.....	1907 — 1908....	Critic Mod. School.....	Minneapolis, Minn. City Schools.
Myrta M. Wilsey.....	1907 — 1908....	Critic Mod. Schools	
Frances M. Smith.....	1907 —	Critic Mod. School.....	Winona, Minn.
William T. Stephens.....	1907 — 1908....	Psv. and Hist. of Ed....	Milwaukee, Wis. State Normal School
Lu Lester Everly.....	1907 — 1909....	Geog.....	St. Paul, Minn. Prin. St. Paul Train. Sch.
Louise M. Alder.....	1907 — 1908....	Ass't. Kgn.....	Sheridan, Wyo. Mountain Sch.
Lillian M. Gahagan.....	1908 — 1909....	Text book Librarian....	Tacoma, Wash.
Bertha V. Hansen.....	1908 — 1909....	Critic Mod. School.....	Green Bay, Wis. 334 S. Chestnut
Agnes G. Storie.....	1908 —	Critic Mod. School.....	Winona, Minn.
John A. Thackston.....	1908 — 1909....	Mathematics.....	Gainesville, Fla. University of Florida
Jane M. Keeler.....	1908 —	Reading.....	Winona, Minn.
Frances W. Barrows.....	1908 —	Dom. Science.....	Winona, Minn.
Etta Coulter.....	1908 — 1909....	Ass't. Math. and Hist....	Alexandria, Minn.
J. L. Stockton.....	1909 —	Prin. Train. Sch. Methods.....	Winona, Minn.
Josephine A. Andrews.....	1909 —	Physical Director.....	Winona, Minn.
Frances S. Morey.....	1909 —	Latin.....	Winona, Minn.
Raymond A. Kent.....	1909 —	Mathematics.....	Winona, Minn.
Clyde O. Ruggles.....	1909 —	Hist., Civics, Soc. Sci....	Winona, Minn.
Florence Wright.....	1909 —	Critic Mod. School.....	Winona, Minn.
Alice Wessa.....	1909 — 1910....	Geog.....	New York City
Louise M. Kuehn.....	1909 —	Ass't. Sec'y.....	Winona, Minn.
C. G. Sheldon.....	1909 —	Swimming.....	Winona, Minn.

\* Deceased.

Name	Date of Service	Office	Present Address
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**SPECIAL ASSISTANTS, SUMMER QUARTER, CONTINUOUS SESSIONS, 1897-9**

Leonora A. Hamlin.....	1897.....	Expression and Literature	
Katherine P. Williamson.....	1897.....	Geography and Drawing	
Katherine H. Clark.....	1897.....	Dir. of Kindergarten	
Della J. Long.....	1897.....	Critic in Model School	
E. L. Heath.....	1898 (winter quarter).....	Psych. and Phil. of Ed.	
Isabel M. Kimball.....	1898.....	Drawing	
Ann L. Clarke.....	1898.....	Dir. of Kindergarten	
Jean L. Gowdy.....	1898.....	Critic in Model School	
Gertrude O. Terrell.....	1898.....	Critic in Model School	
John A. Anderson.....	1898.....	Natural History	
D. E. Cloyd.....	1898.....	Mathematics	
El Fleda Coleman.....	1898.....	Music	
John J. Jordan.....	1899 (winter and spring quarters).....	Asst. in Psychology	
Olive Taylor.....	1899 (winter and spring quarters).....	Asst. in Kindergarten	
Almina George.....	1898.....	Critic in Model School	

**SPECIAL ASSISTANTS SUMMER QUARTER, 1907**

Charles W. Treat.....	1907.....	Physics, Phys. Geog.	
Ella Beyerstedt.....	1907.....	Drawing	
Albert Gullette.....	1907.....	Geography	
Sara Brammer.....	1907.....	History, Geography	
Marcella McGuane.....	1907.....	Arithmetic	

**SPECIAL ASSISTANTS, SUMMER QUARTER, 1908**

Sara Brammer.....	1908.....	English and Arithmetic	
Lillian Gahagan.....	1908.....	Grammar and Arithmetic	
Ella Beyerstedt.....	1908.....	Drawing	
W. P. Dyer.....	1908.....	History and Civics	
Ethel C. Bratton.....	1908.....	Critic Model School	
Adel Thompson.....	1908.....	Cooking, Sewing	

**SPECIAL ASSISTANTS, SUMMER QUARTER, 1909**

Kate L. Sprague.....	1909.....	Mathematics	
Jessie Brammer.....	1909.....	Critic Teacher	
Ethel C. Bratton.....	1909.....	Critic Teacher	
Jessie Burrall.....	1909.....	Critic Teacher	
Louis Pelser.....	1909.....	Civics, History	
Lynne Gagnon.....	1909.....	Cooking, Sewing	

\* Deceased.





## APPENDIX



ADDRESS OF LIEUTENANT GOVERNOR HOLCOMBE

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**"EDUCATION WITH REFERENCE TO THE ESTABLISHMENT OF THE  
FIRST NORMAL SCHOOL IN MINNESOTA"**

(Delivered at the Winona Baptist Church, November 9, 1859.)

MR. PRESIDENT, LADIES AND GENTLEMEN:

The prudential committee of this Normal School district, having very kindly requested an address on the subject of education, with reference to the establishment of a State Normal School at this place, it affords me great pleasure to comply with that request.

This important enterprise which we are about to inaugurate, namely, a State Normal School, is a subject which had been overlooked in the history of our nation until about twenty or thirty years since; and as it is perfectly proper for us as citizens of a new state to avail ourselves of the researches, reports, and experience of our sister states, I have therefore had recourse to their essays, addresses and suggestions of the early friends of education in our own country and also the more ancient experience of some of the countries of Europe.

I find from the best evidence I can gather from the scope of a limited and very brief correspondence on the subject that the States of New York, Connecticut and Massachusetts, lingered a number of years from the conception of the original idea of a Normal School before the same was actually put into operation.

Dewitt Clinton, as early as 1826, as governor of the state of New York recommended the establishment of a "Seminary for the education of Teachers." That state had passed a law in 1812, fourteen years before, for the organization of public schools, and thus laid the foundation of a great and comprehensive system of means by which millions of her future citizens were to be trained morally and intellectually. But in all this fourteen years the great obstacle to success was the impossibility of obtaining competent teachers; hence the recommendation of Dewitt Clinton — "A Seminary for the Education of Teachers." I find also in 1828 in a pamphlet entitled Suggestions on Education, from the pen of Mr. William Russell, then a teacher in Connecticut, the following: "The common schools for children are in not a few instances conducted by individuals who do not possess one of the qualifications of instructor, and in very many cases there is barely knowledge enough to keep the teacher at a decent distance from the scholars." An excellent suggestion was lately made on a branch of this subject by a writer in a periodical publication. His proposal was, that a seminary should be founded for the teachers of district schools; that a course of study should be prescribed to persons who are desirous of obtaining the situation of teachers in such schools, and that no individual should be accepted as an instructor who had not received a license or degree from the proposed institution.

The effects of such an improvement in education seems almost incalculable. The information, the intelligence, and the refinement which might be thus diffused among the body of the people would increase the prosperity, elevate the character, and promote the happiness of the nation to a degree perhaps unequalled in the world.

So the Rev. J. H. Gallandett, who in his day did so much to ameliorate the condition of that unfortunate class, the deaf and dumb of our race. He suggests, in 1825, an institution "call it by what name you please," for the training of young men for the profession of instructors of youth, in the common branches of English education, who should devote their lives to the object of the 'Theory and Practice of the education of youth,' and who shall prepare, print, and deliver a course of lectures on the subject."

I may also refer to the report of a committee on literature in the legislature of New York, in 1827, the Hon. John C. Spencer, chairman, to which committee that portion of Governor Clinton's message had been referred. "The committee concur entirely with the Governor in relation to the importance of the vocation of a teacher," etc., "and from the observation of the committee and from the best information they can obtain they are persuaded that the great evils now existing in the system, are the want of competent teachers." This legislature of 1827 passed a bill appropriating funds to common schools and to promote the education of teachers and to be annually distributed among the incorporated academies and seminaries of the state. Following the history of legislation in New York, I find in 1831 the superintendent of common schools recommends the conversion of the several academies, for the education of teachers equal in number at that period to the number of counties in the state. Professor Phelps says, "it may reasonably be inferred from this suggestion that the plan adopted five years previously by the legislature in the endowment of teachers' departments in the academies had failed to realize the results anticipated from them."

Nevertheless, the superintendent in 1833, and again in 1835, still recommended the teachers' departments in the academies, but in 1838 Gov. Marcy expresses the opinion in reference to the academies designated by the Regents of the University for the education of teachers, that however ably conducted, they must of necessity be inadequate to the supply of the requisite number of instructors for the common schools, and suggests the establishment of county Normal Schools in 1839. Gov. Seward in his message to the Legislature expressed his conviction of the paramount necessity of elevating the standard of public instruction and recommending legislative co-operation in furtherance of the effort to engraft the system of Normal Schools upon our institutions for education, thru the agency of the academies. In 1841 the Hon. John C. Spencer still urges, being the superintendent of common schools, the continuance of the departments for the instruction of teachers connected with the academies. "Normal Schools," he observes, "which are so strongly urged by some, must, after all, be essentially like these departments and the academies in which they are established." In 1842 the Hon. Samuel Young was appointed superintendent of common schools and in his first annual report for 1844 he recommended a reduction of the academ-



ical department for the education of teachers to form and establish and maintain a Normal School at the seat of government. This recommendation was not adopted by the legislature of 1843, but in 1844 a law was passed by which the sum of \$9,600 was appropriated for the first year and \$10,000 annually for five years for the establishment and support of a Normal School to be located at Albany, the capital of the state, as an experiment. This, it will be observed, was in 1844, a period of eighteen years after the first suggestion of Gov. Clinton to organize schools to educate teachers, which had been attempted thru departments in the academies. The Hon. Samuel Young, superintendent of common schools, in 1844, in his report says in reference to the Normal School: "A more just appreciation on the part of the public not only of the importance of adequate intellectual and moral<sup>1</sup> culture in our common schools, but of the responsibilities of teachers is beginning to prevail. This conception of that preliminary training which is to give us the complete and efficient control of the energies, physical and moral, of our common humanity, has at length, it is to be hoped, assumed its place as the foundation of the science of elementary instruction, institutions for the preparation of teachers upon the most approved models are already diffusing far and wide, a more enlightened and practical system of mental culture, by furnishing to the schools, instructors of a high grade of qualification, intellectual and moral."

I have now given a narrative of the legislation of the state of New York from 1826 down to 1844 on the subject of educating teachers, in all of which time a series of expensive and unsatisfactory experiments had been put in operation until the inauguration of a state normal school in 1844.

If the history of these experiments is somewhat lengthy, yet I trust they are sufficiently interesting and instructive to warrant its embodiment in this address at this time to confirm us in the grand idea of normal schools in this young state as being the best result of the experience of our sister states, but I may still add more briefly in relation to the experience of the other states, I find in the first report concerning the state normal school of New Jersey to the legislature in 1856 much valuable information and many excellent suggestions from the pen of the Principal, Professor Phelps, of that school. It is there stated that the first normal school for the training of teachers in this country was opened at Lexington, Massachusetts on the 3rd day of July, 1839, a second was opened at Barre on the 4th of September of the same year. The state of Connecticut opened their first normal school 1850. The State Normal School of Michigan was established by an act of the legislature, March 28, 1853. The school was established for "all time" and not as an experiment.

The states of Rhode Island, Wisconsin, and Iowa have each recognized the necessity of providing for the special training of teachers by endowing a normal department in their State Universities, and whether success will attend the experiment remains to be seen; the plan has not succeeded so well in the old world.

From what has been recited we find a series of annual efforts in the states mentioned, requiring near twenty years' legislation in perfecting their

system of educating teachers as a profession. The success attending the school in New Jersey has been unprecedented, and its vigor continues to animate and cheer the friends of education wherever it is known, and it may now be safely conceded, after a success of ten years without a failure, that the normal school system is the substratum on which our whole fabric of common schools must be built. But before proceeding to detail the condition and prospects of the institution in this state, it may not be improper to sketch briefly the history of this important class of educational facilities, and to indicate a few of the fundamental ideas upon which their organization is based, which may be found in the New Jersey reports. "The original signification of the word Normal as applied to schools, was that of pattern or model. A Normal school was therefore a pattern or model school. It was an elementary institution in which the best methods of instruction and discipline were practiced, and to which the candidate for the office of teacher resorted for the purpose of learning by observation the most approved modes of conducting the education of youth; of this class were the schools of Neander, established at Ilefeld, Germany, as far back as the year 1570, as also those of Abbe de Lasalle at Rheims, France, in 1681. These establishments, with numerous others of a similar character, successively established prior to the beginning of the 18th century, were not simply schools for the education of children, but were so conducted as to test and exemplify principles and methods of instructions which were perpetuated and disseminated by means of books in which they were embodied, or of pupils and disciples who translated them to other places.

These schools served as a forerunner to prepare the way for the more efficient and perfect institutions of the same designation at a later day.

According to the present acceptance of the term Normal School, as used in many of the European countries, it denotes an establishment composed of young men and women who have passed through an elementary or even a superior school and who are preparing to be teachers by making additional attainments and acquiring a knowledge of the human mind and the principles of education as a science, and its methods as an art. The normal school of the present day includes also the model or pattern school of earlier times. It thus combines theory with practice, these being model schools, experimental schools, or schools for practice, as they are variously called, established in connection with them, to afford an opportunity for testing practically the modes of instruction which they inculcate. The first regularly organized teachers' seminary or normal school as at present understood, was established at Halle, in a part of Hanover, about 150 years ago. A similar institution was opened at Rheims in France in 1794, by ordinance of the National Assembly, to furnish professors for colleges and high seminaries. But the first normal school for the training of elementary teachers in France was organized at Strasburg in 1810. Now each department of the empire is obliged either alone or in connection with other departments to support one normal school for the education of its school masters; in 1849 there were 93 of these schools in France and 10,545 of their graduates actually employed in the primary schools of the empire. Says

M. Guizot in a report to the King in 1833, on the state of primary education in the departments constituting the Academy of Strasburg: "In all respects the superiority of the popular schools is striking, and the conviction of the people is as general, that this superiority is mainly due to the existence of the Normal School." In a powerful speech before the Chamber of Deputies in 1832, on the occasion of the introduction by him of a bill providing a great and comprehensive system of elementary education for France, this great statesman and profound philosopher remarks:

"All of you are aware that primary instruction depends altogether on the corresponding normal schools. The prosperity of these establishments, is the measure of its progress. The imperial government, which first pronounced with effect the word Normal Schools, left as a legacy of one; the restoration added five or six. Those, of which some were in their infancy, we have greatly improved within the last two years, and have at the same time established thirty new ones, twenty of which are in full operation, forming in each department a vast focus of light, scattering its rays in all directions among the people." The bill introduced by M. Guizot provided for two degrees of primary instruction, viz: Elementary and Superior, in speaking of which he remarks: "The first degree should be common to the country and the towns; it should be met with in the humblest borough, as well as in the largest city, wherever a human being is to be found within our land of France. By the teaching of reading, writing and accounts, it provides for the most essential wants of life; by that of the legal system of weights and measures, and of the French language it implants, enlarges and spreads everywhere the spirit and unity of the French Nationality, finally by moral and religious instruction provides for another class of wants, quite as real as the others, and which providence has placed in the hearts of the poorest as well as in the richest of this world, for upholding the dignity of human life, and the protection of social orders. The first degree of instruction is enough to make a man of him who will receive it, and is at the same time sufficiently limited to be everywhere realized. It is the strict debt of the country toward all its children." In relation to the professional training of teachers, M. Guizot thus eloquently discourses: "All the provisions heretofore described would be of no effect if we took no pains to procure for the public school thus constituted an able master and worthy of the high vocation of instructing the people. It cannot be too often repeated that it is the master that makes the school. And, indeed, what a well assorted union of qualities is required to constitute a good school master! A good school master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste, who is to live in an humble sphere, and yet to have a noble and cultivated mind, that he may preserve that dignity of sentiment and deportment without which he will never obtain the respect and confidence of families who possess a rare mixture of gentleness and firmness, for, inferior though he be in station to many individuals in the community, he ought to be the obsequious servant of no one, a man not ignorant of his rights but thinking much more of his duties; showing to all a good example, and serving to all as a counsellor, not given



to change his condition, but satisfied with his situation, because it gives him the power of good, and who has made up his mind to live and die in the service of primary instruction, which to him is the service of God and his fellow creatures. To rear teachers up approaching to such a model is a difficult task and yet we must succeed in it, or else we have done nothing for elementary instruction.

"A bad school master, like a bad parish priest, is a scourge to a community, and although we are often obliged to be contented with different ones, we must do our best to improve the average quality. We have, therefore availed ourselves of a bright thought struck out in the heart of revolution by a decree of the National Convention in 1794 and afterwards by Napoleon in his decree of 1808, for the organization of the University to the establishment of his central Normal School at Paris. We carry its application still lower than he did in the social scale, when we propose that no school master shall be appointed who has not himself been a pupil of the school which instructs in the art of teaching and who is not certified after a strict examination to have profited by the opportunities he has enjoyed." Normal Schools were first organized in England about the year 1801. Lord Brougham, ever an advocate of Popular education, in a speech in the House of Lords on the education of the people in 1835 thus remarks: "Place Normal Schools — Seminaries for training teachers in a few such places as London, York, Liverpool, Durham, and Exeter, and you will yearly qualify 500 persons fitted for diffusing a perfect system of instruction all over the country — these training seminaries, will not only teach the masters the branches of learning and science, in which they are now deficient, but will teach them what they know far less, the didactic art — the mode of imparting the knowledge they have, or may acquire, the best methods of training and dealing with children, in all that regards temper, capacity, and habits, and the means of stirring them to exertion and controlling their aberrations." This able champion of popular education has lived long enough to see 36 Normal Schools of training colleges in England and Wales, four in Scotland, and one in Ireland in successful operation.

Prussia, in 1846, had in active and successful operation 46 Normal Schools, including five for female teachers. In the 41 schools for males there were at the above date over 2500 pupil teachers. Says Mr. Kay, an intelligent English writer on education: "The Prussians would ridicule the idea of confiding the education of their children to uneducated masters and mistresses, as in too many of our schools in this country. They cannot conceive the case of a parent who would be willing to commit his child to the care of a person who had not been educated most carefully and religiously, in that most difficult of all arts, the art of teaching. They think that a teacher must either improve and elevate the minds of his pupils or else injure and debase them. They believe there is no such thing as coming into daily contact with a child without doing him either good or harm. The Prussians know that the minds of the young are never stationary, but always in progress, and that this progress is always a moral or an immoral one, either forward or backward, and hence the extraordinary expenditure the



country is bearing and the extraordinary pains it is taking to support and improve its training schools for teachers." In reference to Switzerland, the same writer says: "This small country, beautified but impoverished by its Alpine ranges, containing a population less than that of Middlesex, and with less than one-half of its capital, supports and carries on an educational system greater than that which our government maintains for the whole of England and Wales. Knowing that it is utterly hopeless to attempt to raise the character of the education of a country without first raising the character and position of its school masters, Switzerland has established and at the present moment supports thirteen Normal Schools for the instruction of her school masters and school mistresses, while England and Wales rest satisfied with six." This statement, however, was made anterior to the year 1846 and before the English government had awakened to the importance of providing for a better education for the people. As before noted, Normal Schools have been multiplied there greatly within the past few years.

There is scarcely a government, either great or small, among the dynasties of Europe that does not recognize this class of institutions as an indispensable part of its educational machinery. They are there no experiments, as we have seen. Their ages are counted by centuries.

From the unpretending model or pattern school of Neander in 1570 and of the Abbe de Lasalle in 1681, they have grown to the full stature of the nobly endowed and liberally supported Normal Colleges of the Prussian government, whose system of popular education stands unrivalled on the face of the earth. Her teachers are said to be men respected for their talents, their attainments, and their characters, by the whole community, and men in whose welfare, good character and high respectability, not only the government, but the people themselves feel the deepest interest. In birth, early recollections and associations, they are often peasants; but in education, in character and social position, they are gentlemen in every sense of the term, and acknowledged officers of the country government. In Prussia there are 28,000 such teachers, the legitimate fruits of the Normal Colleges. The Prussians have a wise maxim that whatever you would have appear in a nation's life, you must put into its schools. This maxim, practically applied, renders the highest degree of mental culture in the subject perfectly reconcilable with the most vigorous despotism in the government. In pursuance of its teachings, obedience to the sovereign, and the laws, however despotic, and the doctrine of the divine right of kings are thoroughly instilled into the mind of every child in the kingdom; for, be it understood that in Prussia every child is required by law to attend school until fourteen years be attained, except in special cases which are otherwise provided for. It is thus that the best conceived and most efficiently executed system of public education in the world is made the strong arm of a monarchical government. Numerous other examples of the establishment and support of these training schools might be adduced, but this is not necessary. The more important cases have been enumerated to an extent sufficient to demonstrate the strong hold which they have secured upon the government and the people of the world. That the elementary schools of these countries have at-

tained to an extraordinary degree of efficiency and perfection is undeniable. That this efficiency and perfection are mainly due to the operation of the Normal Schools and Colleges is equally true. If it be objected, however, to the systems of these states, that they tend to produce a blind acquiescence to arbitrary power to enslave and not enfranchise the human mind, it is replied that the lives imparted to them are no necessary part of, and may be easily separated from them. Says Horace Mann: "If the Prussian school master has better methods of teaching reading, writing, grammar, geography, arithmetic, etc., so that in half the time he produces greater and better results, surely we may copy his modes of teaching these elements, without adopting his notions of passive obedience to government, or of blind adherence to the articles of a church. By the ordinance of nature, the human faculties are substantially the same all over the world, and, hence, the best means for their development and growth should be in practice everywhere." Again, he says: "If Prussia can pervert the benign influences of education to the support and perpetuation of republican institutions, a national spirit of liberty can be cultivated more easily than a national spirit of bondage, and if it be made one of the prerogatives of education to perform the unnatural and unholy work of making slaves, then surely it must be one of the noblest instrumentalities for rearing a nation of Freemen. If a moral power over the affections and understandings of the people, may be turned to evil, may it not also be employed for the highest good? A generous and impartial mind does not ask whence a thing comes, but what it is. Those who, at the present day, would reject an improvement because of the place of its origin, belong to the same school of bigotry with those who enquired if any good could come out of Nazareth; and what infinite blessings would the world have lost, had that party been punished by success." Could these details be continued, they would undoubtedly prove useful for dissemination among the people; they would serve to exhibit the extraordinary efforts which are put forth for the elevation of the public schools of those countries, whose experience is far greater than our own, and whose well directed efforts to promote this paramount interest of humanity have been crowned by a noble success. They would the more deeply impress us with the truth of the maxim of M. Guizot: "It cannot be too often repeated that it is the master that makes the school" — while we might also be more strongly convinced in the belief that it is the careful, special training that makes the master, but the limits of this communication will not permit a more extended discussion of this branch of our subject.

The Normal Schools of the United States comprehend, 1st, the model or pattern school of earlier times; 2nd, the professional characteristics of the European establishments of the present day, as far as circumstances will allow; and 3rd, the academical features of the ordinary school. This is to say, the Normal Schools of this country are compelled by reason of the deficient character of too many of the elementary and other schools to assume the work of the latter. They are compelled to exhaust much of their strength in imparting knowledge even of the lower elementary studies.

In the Prussian Normal Schools a high standard of literary attainment is required of a candidate as a condition of admission to them; nor is this all. These are preparatory schools in which not only are the requisite amount and quality of scholarship imparted to the candidate, but in which, also, his peculiar fitness and adaptation to the calling of a teacher are thoroughly tested before he can become a candidate for the Normal Seminary. This enables the latter to give a much stronger professional cast to their systems of training, and to dwell more extensively upon the science of education and the art of teaching, which constitute their true field of labor.

The disadvantages under which the American Normal Schools now labor will, however, gradually disappear. They will themselves correct the evil by elevating the standard of instruction in the lower schools. They are rapidly multiplying, and are introducing improved modes of teaching in the public schools through the graduates who become the teachers in them, and thus the public schools will reciprocate by sending to the Normal Schools candidates of higher attainments and more elevated aims.

It was stated in the early part of this address that the first Normal School for the training of teachers in this country was opened at Lexington, in Massachusetts, on the 3rd of July, 1839, a second at Barre, September 4th, of the same year. Massachusetts, ever alive to the permanent interests of education, in 1856 supported four of these institutions, in which there were at that time 350 pupils qualifying for the responsible office of teachers in her common schools. The state appropriates the sum of \$17,000 annually for their support, \$4,000 of which are devoted to the assistance of such pupils as are unable to bear the expenses of their own education. In addition to the above amount, these schools receive the income of a fund of \$10,000 placed at the disposal of the Board of Education for that object by a citizen of Boston and also \$500 per year, being the income of another fund from a private source.

The state of New York appropriated in 1855 \$12,000 annually. The total cost of buildings and fixtures to 1855 was over \$30,000. The total number of pupils instructed for a longer or shorter period to September, 1854, was 2,262. The total number of graduates at the same period was 780, of which 391 were females and 389 males. So successful has this institution been, that, according to the report of the executive committee for 1854, "it is almost universally regarded as a necessity, and is an established part of the school system of the state." The demand for its graduates as teachers in the common schools of the state, has been so great for years that it could not be supplied, and a movement is already on foot for the establishment of a similar institution in the western part of the state. The state of Connecticut has a Normal School in a very flourishing condition at New Britain, opened in May, 1850. The cost of buildings was about \$25,000. The number of pupils in 1855 was 181. From the annual report of that year of the trustees it appears that "the applications for Normal pupils as teachers in the public schools of the state has continued to multiply, far beyond the ability of supply, a fact which demonstrates both the utility of the institution and its advancement in the just appreciation of a discerning people. In



the report of the Hon. J. D. Philwick, State Superintendent for 1858, he remarks "that wherever public opinion has become enlightened on the subject of education, it is admitted that teaching is an art to be learned by an apprenticeship like any other art, and that special training for the business of teaching is as indispensable as for any other pursuit or profession, and the time, it is believed, is not very distant, when intelligent parents would think it no less absurd to place their children in charge of a teacher who had not been trained to the principles and methods of instruction than to employ a surgeon who has never made himself acquainted with the science of human anatomy." The cost of buildings, etc., of the State Normal School of Michigan was \$27,000. It is supported partly from the income of a fund derived from the sale of certain salt spring lands, and partly by direct appropriation from the State Treasury. The fund in 1855 was about \$60,000; it will eventually reach, as is estimated, \$150,000. The whole number of pupils up to 1855 was about 600; and the whole number then in the school about 200.

The Provincial Normal School at Toronto, Canada West, is one of the most liberally endowed and successful on this continent. It was established by an act of Parliament in 1846, and was opened in the old government house in 1847. In 1852 buildings were erected for the school and for the officers of the department of public instruction at a cost, including grounds, furniture and apparatus, of \$100,000. The annual cost of supporting the institution is not far from \$10,000 over \$2,000 of which is received as fees from the 400 children who attend the model school. Besides this, the Legislature grants the sum of \$4,000 to facilitate the attendance of teachers at the institution by assisting to defray the expense of board, tuition and the use of books being free. The following letter was received by Dr. J. D. Ford, of Winona, one of the Normal Board of Directors of this state: "Dear Sir:— In compliance with your request, I will state to you my opinion of the influence which the public schools of the city of Racine have upon the population and wealth of the city. My connection with them as superintendent for two years has given me an opportunity of knowing something on the subject more than I should under other circumstances. Quite a large number of our citizens have come to the city and purchased them homes because they could there educate their children, having them at home with them, while many more owning property in the country around, have rented it, and taken houses in the city for the same purpose. I do not feel competent to say what proportion of our inhabitants are of this class, but in a population of 10,000 I think a low estimate would be one-third. That they compose the better class of the community, I need not say, for persons feeling as high an appreciation of educational advantages are certainly the most desirable class of inhabitants. We have harbor and railroad facilities equal to most of the cities of the north-west. But I think it is the deliberate judgment of our most intelligent men that our common school privileges have added more to the population and wealth of the city than all other advantages besides.

"I am happy to learn that you are making vigorous exertions in your growing city to build up a system of common schools that shall be an honor



to your city, and, I doubt not, an essential element in its future prosperity. That you may be as successful as your efforts deserve in this direction, as well as in establishing a Normal School for the state, is the earnest wish of

Yours sincerely,

O. O. HEARNS,

Supt. of the Schools of Racine city, Wis."

Professor Phelps of New Jersey says: "In the development of a plan for the organization of a Normal School it is necessary to consider the precise objects which it is designated and expected to accomplish. In defining these objects, it will not suffice simply to say, that they are the better qualification of teachers for the schools of the people. This description is indefinite. It does not establish with sufficient accuracy and distinctness a standard by which those qualifications may be tested. Unless these objects be clearly defined, and unless the plan of organization proposed be in strict conformity to them, the Normal School will soon deteriorate into a mere academical establishment, losing in a great degree its special character as a training school for teachers. It is not enough for a teacher to be familiar with the branches in which he is required to instruct; in the words of Guizot, "he must know much more than he is called to teach, that he may do so with intelligence and taste."—He should be well versed in all the departments of knowledge which are collateral to those which he teaches and which serve to illustrate and enforce them. He must be master of the didactic art—that he may with ease, fluency, and power, communicate his ideas to others. He must be able to simplify his language, and adapt himself to the capacities and peculiarities of the humblest minds. He must cultivate versatility of tact, and ingenuity that he may be able to suit himself to the ever varying circumstances and events of his professional life. He must have clear and well-defined views of education; he must understand its nature and objects, and be familiar with those varied processes and appliances by which the great work alone is to be accomplished. There is no term which seems to be more imperfectly understood than that of education. It is made to mean almost anything to suit the crude and varying views of every class and cast in society. With one it is a *drawing out*, and with the other a *pouring in*, while with a third it is a little of both. One teacher conceives his true office to be that of a living, moving, breathing catechism, from which must issue an overwhelming torrent of questions, generally so framed and directed as to spare his pupils the ungrateful task of exercising his own facilities, or of exposing his ignorance by an attempt at an intelligent answer. Another regards his pupil a passive recipient of unlimited capacity, into which it is his special business to discharge the overflowing fullness of his own mental reservoir—*ad libitum et ad infinitum*. He seems to conceive it to be the great end and aim of education to burden the memory with endless verbiage, with dry facts and mechanical rules, the meaning, rationale and application of which, are alike unknown and unregarded.

"Profoundly ignorant of the human mind, and of those multiplied and intelligent processes by which its faculties are to be reached and stimulated to exertion, he knows no higher duty than the monotonous and mechanical

tramp of the daily routine. The reason for this is obvious: He never has made the nature, the objects, and aims of education his study, and hence the weak efforts put forth for their realization, are misdirected and productive only of evil. — Like effects must follow like causes.

As to the moral faculties, they too, are to be trained and cultivated by use — intelligent, persevering use. It is by intelligent and persevering use, that the conscience becomes the inward monitor and the righteous judge. It is by that use which generates habits, that we learn to refer to it for the decision of questions of *right* or *wrong*; it is by exercising the sense of justice that we become accustomed to exemplify the golden rule; it is by the practice of truth that we learn to value it, and live to it; it is by exercising a love toward the Creator that the young learn to remember Him in the days of their youth. Assuming, then, that education aims to improve and perfect the whole man, that it is the harmonious development of his faculties as a physical, intellectual, and moral being, and that the general law applicable to the case, is that which requires the systematic, vigorous, and judicious use of these faculties, it follows that a true teacher or educator must understand these comprehensive truths, and cultivate the skill and ability to apply them; it follows also, that he is the best qualified teacher who imparts to his pupil the strongest will, and the best way to *use* his own powers, and who, instead of constantly communicating knowledge to the young, indicate to them how they may best acquire it for themselves. And it is further evident, that a Normal School for the training of teachers should be so organized and conducted as to impress these great principles upon its pupils, and, as far as possible, impart to them the practical skill and ability as above stated. Nothing can give such validity and effect to the labors of a teacher, as the consciousness that he is acting in accordance with well established laws, and that all his efforts, like so many well-directed and intelligent causes, are with certainty tending, under the blessing of Providence, to the production of great and beneficent results.

With a thorough and practical knowledge of the principles of this art, all doubt and hesitation and uncertainty as to the propriety of his methods disappear, and he sows his seed in confidence of a bountiful and glorious harvest, and it is thus that his toils, his anxieties and perplexities are overborne by the proud consciousness of a life devoted to the highest good of a common humanity.

An eloquent writer and able teacher (Prof. F. D. Huntington, of Harvard University) has said that "No system of education is complete till it concerns itself for the entire body, and all the parts of human life; a character high, erect, broad-shouldered, symmetrical, swift, not the *mind*, but the *man*. You want to rear men fit and ready for all spots and crises, prompt and busy in affairs, gentle among little children, self-reliant in danger, genial in company, sharp in a jury box, tenacious at a town meeting, unseductible in a crowd, tender at a sick bed, not likely to jump into the first boat at a shipwreck, affectionate and respectable at home, obliging in a traveling party, shrewd and just in the market, reverent and punctual at the church, not going about, as Robert Hall said, with an air of perpetual

apology for the unpardonable presumption of being in the world; nor yet forever supplicating the world's special consideration, brave in action, patient in suffering, believing and cheerful everywhere, fervent in spirits, serving the Lord. This is the manhood that our age and country is asking of educators — well-built and vital, manifold, harmonious, full of wisdom, full of energy, full of faith."

Is it too much to ask that the elementary school of Minnesota should lay the foundation broad and deep of such a manhood as this? Is it too much to expect that the teachers to whom is committed a mission so sublime, should be equal to a task so noble and so exalted?

Having thus briefly and very imperfectly indicated what are believed to be the true nature, objects, and aims of the education demanded by the exigencies of our age and people, and having defined, also, to a limited extent, the qualities requisite to a proper discharge of the duties of the elementary teacher, it remains "now to consider the step about to be taken here, to put in successful operation an establishment, the objects of which have been indicated, and from whose source must flow a continual stream of blessings to all classes, and to the remotest boundaries of the state. Mr. President, and citizens of Winona, I may congratulate you that the first Normal School of Minnesota is to be located here. It brings additional educational facilities to your very doors, for in addition to the Normal School, a model school for practice will necessarily be constructed with it, and as I reflect upon the point of location, I am the more gratified with it. The town site itself is attractive and central on the river to the southern portion of the state, and these romantic bluffs, and especially the "SUGAR LOAF" just in the rear of the city, so long and justly the admiration of the throng of travelers passing up and down our noble Mississippi, and still longer, the mute witnesses of savage life. Shall it not be hereafter the everlasting monument to the fame of your city, as the location of the first Normal School of Minnesota? Much, however, will depend upon your own citizens in erecting the necessary buildings. They should be of a permanent character, and ornamental to your city, and it may require some to perfect the enterprise. A competent principal should first be secured. This will probably be the most difficult thing to accomplish — and no pains or expense should be spared in obtaining the *right kind* of a man, for I hold to the fundamental idea, that as the masters make the common schools of our country, so the principal of the Normal School will make that school what it will be; and like the master teacher, he, too, should know more, much more, than he is called upon to teach. The same axiom holds good in both cases, and in relation to the Normal School, the application has particular force. A competent principal secured and put on the ground, we are at once ready to work. It devolves upon him to plan the whole structure, the extent and location of the grounds, all the fixtures and apparatus; in short, he will be the factotum of the concern, so far as plans and directions are necessary, and at the same time, he can have a class of pupils which may be taught in



some building already erected. So that a Normal School may at once be put into operation, so soon as the principal can be procured, and until he can be procured, little if anything can be done correctly.

Our common schools need the benefits of a Normal School today, and the state having a magnificent grant of lands, being one eighteenth of the entire state, amounting to millions of acres, and double the quantity ever given to any state by the general government, previous to our admission into the Union, we, therefore, ought to lay our foundation broad and deep with the view of educating the masses; with the immense school fund to arise from the school lands, and with the improved method of instruction through the teachers from the Normal Schools should they be generally established as they ought to be, and then add to this a climate more favorable to health and energy of character, than any of her elder sisters, why should not the state of Minnesota become the very "Athens" of the American states? It should be our aim thus to hope and to do what we do, with this view. I may not live to see it, but if the progress of improvement continues in educational matters as in other sciences, greater attainments are to be made than have been made. Is it not written by the inspired prophet — "*That many shall run to and fro and knowledge shall be increased?*" We are familiar with the increased facilities of travel within the past few years, by means of railroads and steamboats, etc., enabling thousands and tens of thousands "*to run to and fro*" — which otherwise perhaps never would have traveled out of the county in which they were born. But now how many of our liberty-loving Americans are not only traveling all over our own land, but through the distant states and countries of Europe, and some even to Asia and Africa. Follow with your imagination, if you please, the missionary of the cross, with his torch light burning from his heart, as he penetrates the darkness of heathenism, the fastnesses of the mountains, the islands of the sea, even the walls of China are giving away to his touch, scattering far and wide the fruit of that seed first sown upon Calvary. The track of the missionary, where do we not find it — need I point you to the valleys of our own Minnesota; even the very ground on which your city is built, has it not been visited by the faithful Stevens, so many years stationed in this vicinity with his devoted and numerous family, laboring to educate the red man — under whose hospitable, though humble roof, even your speaker has sojourned for a night. "Knowledge shall be increased," and here I come to a solemn stand — what are the facts? What have we before us? The materials for schools all over the state. On the one hand we are about to prepare teachers of a high order for them, and on the other hand, we have thousands and tens of thousands of children with their opening and tender minds waiting, as it were, for the teacher to be put in communication with them. Oh, how skillful should he be in noting, fashioning and polishing those minds.

If it were a coarse and vulgar substance, it might go into rough hands and take its chance. But it is something more precious and more pliable than the finest gold. It is the intelligent and the immortal mind, or rather I might count them by fifties and hundreds of thousands, sparkling all over



the land, opening to the plastic touch of the teacher as substance of the finest mould. No. It is a spiritual essence fresh from the skies, ever present, though always invisible, in the school, seeing, hearing, thinking, expanding, always ready to take the highest impressions for good or evil, and certain to be influenced every hour one way or the other by the teacher. *What a responsibility!* What ought his sketching to be on such a tablet? He might go out on the drifted snow-bank and write as rudely as he pleased and the first wind would sweep it all away. He might write out his lessons like a wise man or a fool, it will make no difference — the next hour would obliterate them all. But not so in the school house; every tablet there is more durable than brass, and every impression made by the teacher on the mind of the scholar is, as it were, "graven with the point of a dimaond." Rust will eat up the hardest metals, but the spirits, the impressible minds of our thousands of children, no matter how humble the circumstances, are immortal. When they have outlived the stars they will only have begun to live, and there is reason to believe the impressions made upon them will never be obliterated. The school-master, then, literally speaks, writes, teaches, paints for eternity — they are immortal beings whose minds are as clay to the seal under his hand. Who then, let me ask, is sufficient for these things? But have I not sketched the facts as they really are, or are they over-drawn? I fancy not. I fear rather they are short of the mark. But let me take another stand and point and look in another light. We now have within our state probably the children of forty-thousand families, who, as they successively become old enough, will receive their education in the common schools of Minnesota. At present they are under tutors and governors, and have no direct influence one way or another upon the great interests of our state and nation. But who are they? Go with me from school to school, from town to town, from county to county — let us enquire — sitting there just in front of the teacher you see a distinguished physician, just on the other side you see an attorney general and just behind him a member of Congress, on another bench sits a professor of the science of education and the didactic art. In the next school we find a governor of a state perhaps just learning his a-b-c lesson, and there from one of the poorest families in the district you see a millionaire and near by him a professor of the languages, on the other side of the room that black-eyed, rosy cheeked boy is none other than Chief Justice of the Supreme Court. Going on to another school house, we find one of the shrewdest lawyers in the state, a sheriff, and a member of the Legislature, besides a number of prosperous farmers and mechanics. But we must not be partial in our visits, let us take the cars, for I have no doubt they will be in operation sooner or later, but if they are not careful, we shall have a car load of trained teachers to send out from Winona before the track is ready — but we will presume the cars are ready, and go in another section of the country, up on the Red River of the North, if you please — and see what we find there. The first boy we overtake with his slate under his arm and his books in his hand is a United States Senator, we go into the school and there we find the President of the Minnesota and Pacific Railroad Co., a rich Banker, a very

intelligent and wealthy Lumberman, and a Civil Engineer. In the next school we find two or three Clergymen of as many denominations, a Brigadier General, and a dozen or more School Teachers, some in their a-b-c's, a-b, ab's, and some trying to spell "baker." But we are not through yet; in the very next school we visit, it may be in St. Paul, or it may be in some very obscure town near Pembina, or on the north shore of Lake Superior, or the noble St. Croix where, as it was said by the pioneer editor of our state, — "the first egg was laid for a Minnesota government" — we there shall find a Foreign Ambassador and a President of the United States. Thus, were we to visit all our Primary schools we should be sure to find the most of our ministers, lawyers, doctors, judges, legislators, professors, and other teachers, merchants, lumbermen, and, I might say with great propriety, all the intelligent, active and useful men of the next generation, in these schools. They cannot now be pointed out by name, we cannot now tell who will be the governors, judges, and millionaires, but if we go in winter or go in summer, we will find them all there. Now, Mr. President, this occasion brings to mind the past, not less than it awakens our hopes and convinces our judgment, respecting their future success. I have had in my hand a paper which contains the origin, the source, and the earnest of the first Normal School of Minnesota. It had its origin here in this city, and the names written on that paper are as pictures of gold, and should be handed down to the future generations as evidence of their wisdom and benevolence. This paper subscribes about \$7,000 to the establishment of the Normal School here — the most of which, over \$5,000, has been secured promptly to the state for that object. The duty I have discharged is every way an agreeable one; no circumstances could have occurred, with respect to the interests of the state, to afford me higher gratification than to meet you here on such an occasion as this. The city of Winona has distinguished herself in taking the lead in establishing for the benefit of the rising generation of this state, or all who shall yet call the state their home. I think the normal school should precede the common schools of the country, for then we should have trained teachers to conduct them. When this school shall be in operation, it may be regarded as an auspicious era, whence to date in future the origin of many blessings, and the commencement of a perpetual course of improvement and prosperity to the people at large.

I need not go into details of the system, for I am not able to do so. That, however, is of little moment, but there will be a gentleman placed at the head of the institution who will, I am sure, leave nothing undone to place it upon a footing equal with similar establishments in our sister states. With these views, Mr. President, I conclude, and thank the audience for their kind attention.

## ADDRESS BY EDWARD D. NEILL AT THE OPENING OF THE NORMAL SCHOOL

With returning prosperity, the state enters upon a new and honorable career. The past decade was truly inglorious and the Commonwealth in the retrospect finds neither moral nor intellectual achievement worthy of the gaze of the civilized world.

Carried away with the impious thirst for riches, men, to a certain extent, forgot their obligations to society and posterity, and strained every nerve for self-aggrandizement.

Subdued by the chastisement of a kind Providence, it is beginning to be perceived that no individual can prosper in a community which neglects to foster institutions of modern civilization, and that in building up the character of the Commonwealth, the interests of each locality are enhanced.

The constitution of the states declares that "there shall be a general and uniform system of Public Schools."

As introductory to the opening of an institution under the patronage of the state, let us glance at the necessity and value of Public Instruction.

The family organization is insufficient to educate the whole people. Admirable as it may be in some instances, it cannot influence many beyond the fireside. In the majority of cases, however, it is seen that instruction is not imparted at home, for a want of time, inclination, or ability. The farmer, possessed of no early advantages and obliged to work for the subsistence of his family from before the rising of the sun until the night is far advanced, will never make much provision for the mental culture of his children, and if it depends upon his exertions, the neighborhood will only increase in ignorance.

Nor can the Church in a republican state educate the people.

In former days, before Christian liberty was fully understood, there was a union of church and state, and the latter entrusted to that branch of the church with which it was in sympathy, the education of youth.

In Geneva there were parochial schools established for the masses, which were copied by Scotland, and subsequently introduced into New England. As long as a people were homogeneous in faith and public sentiment, such a system worked advantageously, because it could impart not only a complete education for this world, but, in addition, a direct spiritual culture in view of a future existence. But in a republic such a system cannot prevail, for here is tolerated every shade of religious belief and political opinion, and in every community are found representatives, not only of different political schools, but also of various branches of the church. Should popular education be entrusted by government to any particular branch, it would soon be viewed with distrust and ultimately decline.

By the peculiar constitution of American communities, public instruction necessarily devolves upon the state. And it is truly refreshing to the Christian philanthropist, to observe the reverence with which she has undertaken the work.



Modern jurisprudence being largely based upon the ethical system of Moses, the precepts of the great expounder of Mosaic law, the mysterious Nazarene, the God-man, the wonderful son of Mary, the state has ever recognized the importance of employing teachers who believe in a Divine Being and inculcate, by precept and example, the decalogue.

The value of this public instruction cannot be too frequently reiterated.

First. It represses vice and crime. Idleness and ignorance are the prolific sources of disorder. For the encouragement of both, despite all the restraints of law, there are schools of instruction in every community. To attract pupils they are made as seductive as possible, and around them the indolent herd as insects around a confectionery. In those communities where there is not a uniform system of public schools, there are numbers who will not make an effort to obtain education for their off-spring. From the hour they can walk, the "little ones" are permitted to go where an idle curiosity or love of excitement directs. In large cities the whole day is passed in lounging around the wharves or depots of travel, while during the night they herd among the vile in the pit of a theatre or prowl around the streets, the "Artful Dodgers" and "Jack Shepherds" of Dickens and Ainsworth.

When the state, however, feels the responsibility of providing teachers and school-houses for the instruction of every child, then idleness and crime languish. Those who under other circumstances would have whiled away their time in making mischief, seek for the instructive and healthful excitement obtained from the mastery of the studies allotted by the teacher. They become acquainted with the first attempts and subsequent events of great men; their self-respect is aroused; they long to become honored among their fellow citizens; and when they have left the common school, they have too much pride to seek the porch of a common tavern, and spend the day in lounging upon the bench listening to low jokes, or witnessing deeds of lawlessness. On the contrary, to those who have been properly trained, it is painful work to stand idle all the day long in the market-place. The statistics of crime show that those taught in our public schools comparatively seldom find the house of shame or the home of the convict. Three-fourths of the inmates of the penitentiaries are those who have had meagre educational advantages.

In repressing vice, Secondly, increases wealth. Among the heavy burdens of a populous state, is the support of paupers and criminals. We have just shown, that by a diffusion of knowledge, the sources of supply to the prison and alms-house are much exhausted, and thus the tax to support pauperism and kindred institutions, is largely diminished. Abundant experience proves, that the multiplication of public schools is the cheapest police arrangement of a large city. Every dollar expended in the erection of school edifices and payment of salaries of teachers, is a saving to the state of twice the sum in the treasury which defrays police and criminal expenses.

But public instruction also increases the wealth of a community, because thereby *more work is done*. An educated mechanic is a very different being from a slave whose mind is almost as dull as the brute. He takes an intelligent view of life, and perceives that it is better for him and his employer



to be punctual and steady and perform as much work as possible. He desires as few holidays as are consistent with health, and takes recreation in order that he may work the more. Thus by an efficient system of schools, the state transforms into producers a large class who would otherwise be non-producers. When the state instructs her people, the long lines of beggars that are seen in some of the highways that lead to the large cities of Italy, and who literally besiege the traveler for alms, to enable them to lead a life of indolence, are missing, and in their places are witnessed long lines of day laborers, with ruddy faces and brawny arms, earnestly at work building the railway or quarrying the rock, and full of hope that the day is not far distant when they shall retire and cultivate a farm in some fertile spot, in the vicinity of the roads they assisted to build.

But not only is *more*, but *better* work done, where the public school exists. He who has not been waked up by the school, takes but little interest in his labor, and, if an operative in a factory, performs his allotted task with about the same amount of intelligence as the spindle. But by education the taste is cultivated and judgment improved, and the artisan not only desires to perform his task, but to make his work as tasteful as possible. If a glass blower, he will fashion a flower vase in the shape of a tulip, and then display his ingenuity in tinting the glass, until in beauty it rivals the lily of the field, that some fair hand may subsequently place therein.

The beautiful form of modern household utensils are rich proofs of the superiority of the intelligent over the uneducated operative. There are numerous articles in every mechanical exhibition, whose lustre, composition, and arrangement betray an intimate knowledge of the principles of chemistry and mechanics.

While popular education increases the number of inventions, it tends to simplify the work of life. In proportion as the state makes an outlay for the culture of her sons, do they in time repay her in the construction of instruments and the discovery of new processes which increase the wealth and reputation of the land.

But if there were other ways of repressing vice and increasing wealth, we remark, Thirdly, that public instruction creates a national sentiment.

At all periods, America has been a refuge to those oppressed by political or religious tyranny. Here Penn, weighed down by the formality, hypocrisy, and extravagance of a licentious court, and tired of the wranglings concerning the externals of religion, found a quiet home by the banks of the wide and shady Delaware, where, with none to molest or make him afraid, he could dress as he saw fit, and speak as the spirit and when the spirit moved him. Here the cultivated and polished Calvert, cramped by the exactions of the British government, found a place on the shores of the broad and beautiful Chesapeake, where he could repeat his "Ave Maria" and "Pater Noster" with all the freedom and fervor of the most devoted follower of the Pope; and here on the rocky coast of Plymouth, those wearied of the tyranny of Laud and the corruption of what they supposed was only the half-reformed Church of England, sang praises to the Most High, read the sublime Psalms

of David, expounded the Sacred Writings, and trained up their children in the nurture and admonition of the Lord, formed a New England after their own model, which in time has become renowned as Old England.

Since the political agitation in Europe, engendered by the French Revolution, and the confederation of the Colonies under a written constitution, the tide of emigration, in a steadily increasing volume, has surged over the Western Continent. It is no infrequent occurrence in towns that have sprung up within a few years, in the valley of the upper Mississippi wholly unknown to the geographer and citizen of older states, to behold grouped together men from every nation under heaven, and to hear languages as diverse as were heard in Jerusalem on a festal day, when the streets of the Holy City were thronged with "Parthians, and Medes, and Elamites, and the dwellers in Mesopotamia, and in Judea, and Cappadocia, in Pontus and Asia, Phrygia and Pamphylia, in Egypt, and in the parts of Libya about Cyrene, and strangers of Rome, Jews, and Proselytes, Cretes and Arabians."

The contemplative German, the mercurial Frenchman, the blue-eyed Hibernian, the hardy Norwegian, the brawny Highlander, the reserved Englishman, the dark-eyed Italian, are all found upon the prairies of the West, who but a few months before were dwellers in European capitals, and accustomed to the sight of royalty and its many appendages. Those new-comers are people of many prejudices; many yet love their fatherland, and when they think of their old homes beyond the seas, sigh and wish that they could have procured there bread enough to afford them a subsistence. Others, while hating the governments that have driven them away by their oppression, or exiled them for the free thoughts to which they have given expression, have no real love for that particular form of government to obtain which our fathers sacrificed their lives and fortunes.

Now, we assert that without an efficient system of public instruction, the offspring of the emigrant would grow up with the peculiar prejudices their parents imbibed in distant lands. Our people would have no homogeneity. There would be no proper national sentiment, and in many places not even instruction in the English language. The state, by planting a school in the midst of such a community as we have portrayed, works wonders in the twinkling of an eye.

By taxing all the property of a community it readily supports a school when the Norwegian, or German, or Irish, or French portion of the community would be wholly unable. The state, moreover, strives to furnish means to aid in employing a teacher who is competent to instruct the children of the neighborhood in the elements of good citizenship. In the public school, the pupil learns to read the history of the United States; his youthful and comparatively ingenuous heart burns within him as he hears the tale of our country's wrongs; he is almost breathless as he pores over the account of the scenes that led to the Declaration of Independence. With the character of Washington he is perfectly enchanted, and thinks that he is the best man that ever lived. When he is out of school he still thinks about those things he has read, or heard from his classmates, whose grandfathers, perhaps, had fought those very battles. When he is around the

winter fireside he tells these incidents to his parents and his younger brothers and sisters, and during the night his sleep is broken by dreams about the sufferings of the soldiers at Valley Forge, or some similar tale of war. While he plays with his schoolmates, he also learns the songs of the republic, and though his parents may for "Auld Lang Syne" sing "God Save the King," he knows nothing better, or more inspiring than "Hail Columbia, Happy Land!"

Under the influence of such a system of public instruction, it is not wonderful that a strong national sentiment should be fostered, and that the children of emigrants should learn to love that country which had afforded equal shelter and equal rights to their parents when they landed upon our shores, friendless, homeless, and without pecuniary resources.

We remark, Fourthly, that public instruction is essential to the preservation of civil and religious liberty. The United States is the only government in the world that has been able to tolerate universal suffrage, and to maintain religious faith without any established form of religion. To plant such a republic in France, or Spain, Italy, or Brazil, would be impossible. It would not flourish any more than the orange tree in the Arctic regions, for there is no adaptation at present in the people of those countries to such a system of government. The reason that it has been sustained in the United States is that the masses have been sufficiently instructed to understand its operations, and to desire to apply its healthful checks. At the time of the formation of the Constitution, many in the recent colonies possessed a high appreciation of education. The framers of that instrument, and statesmen ever since, have felt that the only method of maintaining our type of government, was in the passage of laws fostering the intelligence of the people. The distinguished man who framed the celebrated Ordinance of 1787, was convinced that the stability of a free government depended upon the highest possible intelligence among all classes of people. In that document is the emphatic announcement that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and other means of education shall be forever encouraged."

Should the public authorities cease to carry out this idea, the prediction of Macaulay, in a letter to Randall, the biographer of Thomas Jefferson, would surely come to pass. In the course of time our population would prove as fickle as that of France, who under a demagogue like Robespierre, shout for a republic, and under a Louis Napoleon, with equal enthusiasm, vociferate for an empire and emperor. Take away the common school from the agricultural districts, and the masses would no longer have a place where they could meet and discuss their right, and act in an independent manner; but they would be led as sheep by a shepherd; by some priest from the church or by some cunning artisan from the tavern, up to the polls there to vote as commanded. In time there would be an odious oligarchy in our midst, compared with which Russian despotism would be preferable and comfortable.

But after the eulogy we have passed on the American system of public instruction, candor demands open confession before this audience, that it has not wholly accomplished its end.



This has resulted from several causes, at which we would briefly glance.

1. **Imperfect Organization.** The enactments of American legislatures too frequently lack simplicity and comprehension. They are burdened with cumbrous detail, and fail in adaptedness to the present exigencies of the population. There is a proneness to engraft upon new states, the precise laws which have been found to work well where the communities are compact and the system of popular education perfectly understood. The legislative chambers find advocates of a Massachusetts, New York, Pennsylvania, or Ohio code, *verbatim et literatim*, rather than friends of a code adapted for a state composed of heterogeneous materials with settlements few and far between. The friends of each system failing to have it adopted as a whole, compromise with the others, and thus a new state like our own is afflicted with a school law which is only a patch work of mutilated systems, and confusion and discouragement are the consequences.

2. **A Multiplicity of School Districts** has done much to curtail the benign influences of the public school system. In the new states, particularly, does this evil prevail. For the sake of obtaining a school house somewhat nearer, or separation from neighbors of a different faith, districts are divided until ten or twelve scholars become the average attendance at school. Of course, as long as the number of pupils is so small, it is impossible to employ any one who is an accomplished teacher.

3. **Insufficient Compensation** to the teacher, is another draw-back. Every other kind of labor but the toil of a faithful teacher seems to be appreciated. The house servant obtains better wages than one in the same position in older communities. The farm hand is greatly in demand, but the teachers of Minnesota, on an average, do not receive thruout the year the stipend of the most ordinary day laborer. As long as such a state of things exists, the blessing of popular education must be curtailed; for a man discovers that he is better clothed, and has more self-respect while working with his hands than when imparting instruction under such circumstances. Good old Roger Ascham, the faithful instructor of the unfortunate Lady Jane Grey, mourned over the niggardly policy in regard to teachers, which prevailed in England three centuries ago, and his words, though quaint, are well worthy of being remembered. Saith he, "It is a pity that commonly more care is had, yea, and that among very wise men, to find out rather a cunning man for their horses, than a cunning man for their children. To the former they give two hundred pounds, while to the latter but two hundred shillings. God that sitteth in Heaven laugheth their choice to scorn, and rewardeth their liberality as it should. For he suffereth them to have tame and well-fed horses, but wild and unfortunate children; and, therefore, in the end they find more pleasure in the horse than comfort in the child."

Even in modern days we find there has been a public manifestation of respect shown to Rarey, the horse trainer, that has never been exhibited toward eminent trainers of the youthful mind, like Arnold of Rugby, who by judicious counsel and discipline, have curbed scores of refractory boys and made them docile pupils and honorable men.



But even when there is fair compensation given, the system of public instruction very often fails to produce appropriate results, owing to the *incompetency of teachers*.

The paltry pittance so slowly doled out to the school teacher, has driven many, who would have followed the profession, into more lucrative employment, and others have offered themselves as substitutes who have not any proper conception of the teacher's work. All over the country there are found behind the teacher's desk, persons devoid of sensibility, not apt to teach, and not willing to learn. They become teachers simply because they are drones, and have failed to be successful in other pursuits. To correct the alarming evil, the state of Minnesota has in days of her extreme poverty, with a liberality unprecedented at so early a period in the history of any state, donated \$5,000 towards the sustentation of an institution for the thorough training of teachers for the common schools, and for the elevation of their pursuit to the dignity of a profession. The undertaking is worthy of this intelligent community, who, when residing in older states, saw the great advantages that flow from literary institutions.

But at the outset there should be deeply impressed on the friends of the Normal School, the elements necessary for the success of any educational enterprise. It must have *time*. There must be first the "day of small things." It is the divine law that the development of things truly great must be gradual. This was expressed by the heathen Greek in the proverb, the "Gods grind slowly." Four thousand years were occupied in developing the plan of redemption, under which the world has been growing better for the last eighteen centuries. All of the great principles of government have been eliminated little by little. So in educational institutions. Yale College has now a world-wide reputation, but it is the result of a century and a half of gradual accretion. The germs of Princeton College was an humble log school, on the banks of the Neshaminy, in Bucks County, Pennsylvania. It is as impossible to make a truly successful institution without time, as it is for the horticulturist to have a century-plant bloom every year. It must first take hold of the affection of the people.

Another element is *patience*. The best devised schemes for the advancement of an educational enterprise often fail. There must be constant modifications and re-adjustments. Success seems to come only through a succession of trials. If, then, the directors of this school from time to time are compelled by unforeseen circumstances to alter their policy, do not be quick to censure, but remember that all new machinery must work at first with more or less friction.

The last element that we would notice, as essential to the growth and success of an institution like that which opens in this community the present week, is *money*. No truly elevated literary enterprise is directly remunerative in a pecuniary sense. There is not a single college in the land that has ever been able to support itself by tuition fees. Merchants of England from the first were benefactors to Harvard, and the opulent of Boston for generations, have delighted in sustaining it by legacies. Had the fur trader, Astor, not been moved to the good work, there would have been no library like that

which bears his name. The Cooper Institute and Girard College are looked upon with just pride by citizens of the respective localities in which they are situated, but if these plain business men had not distributed their wealth in that direction, they could not have existed.

Pennsylvania recognizes a Normal school in the small village of Millersburg, but a building at a cost of \$55,000 was prepared by the friends of education. Illinois has a similar school at Bloomington, to which McLean County contributed more than \$100,000.

To you, citizens of Winona, the state appeals for a kindred liberality. In proportion as you make sacrifices for the training of teachers, you will become interested in the scheme, and the state, no doubt in appreciation of your interest, will, from time to time, lend a helping hand. But it must not be supposed that there can be any ultimate success until the community adopt and nourish the germ just planted in their midst.

Twelve years ago the Winnebago nation, by treaty stipulation, abandoned their old homes in Iowa and commenced their long and weary march to their new home, near Sauk Rapids, in the northern part of the state. In the charming month of June, by mutual agreement, parties by land and water, to the number of two thousand, arrived on this prairie. As they viewed the vast amphitheatre of lofty bluffs, the narrow lake on one side, the great river in front, they felt that it was a spot above all others for an Indian's lodge, and, purchasing the privilege of Wapasha, the chief of the Dakota band that then lived here, they drew themselves up in battle array, and signified to the United States troops that they would die before they would leave.

Twelve years hence, if the citizens who have taken the place of the rude aborigines, will be large hearted, and foster the Normal School, the public schools, and churches of Christ, Winona will be lovelier than the "Sweet Auburn" of the poet, and educated men, and cultivated women, as they gaze upon your public edifices and other evidences of refinement, will be attracted, and feel that here is the spot for a *home*, and, like the Indians in eighteen hundred and forty-eight, here they will desire to tarry until they die.

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### INAUGURAL ADDRESS BY JOHN OGDEN, A. M.

MR CHAIRMAN — LADIES AND GENTLEMEN: —

It is customary, on occasions like this, when an important public enterprise is about to be launched upon the great deep of experiment — or even to be entrusted to the more certain keeping of a tried policy — for those to whom are committed the sacred interests to give some pledge of fidelity and to make a fair statement of the views and policy, by which they expect to be guided in the management of them

We cheerfully comply, therefore, with this time-honored custom, feeling how important it is, that there should be a thorough and definite understanding between all parties, before risking such interests as are here at stake.

This day records the organization of the first separate and distinct State Normal School, west of the Father of Waters. And it is needless for me to say, that she launches forth freighted with the dearest hopes, the earnest prayers, and the highest ambition of, at least, the leading minds of the great and free people of the Northwest. And not only so, but other eyes are upon us; and other hearts are beating in sympathy with ours. New Jersey, New York, Connecticut, Massachusetts, Rhode Island, and our nearer relatives are watching this movement, with unusual solicitude. If we shall succeed in making this school what it ought to be, and must be, in fact, to meet the demands of the state, Minnesota will then have won her way to an exalted position among her sister states. Her star, though among the last that has yet arisen in the galaxy of shining orbs, shall not be dim though seen from a distance.

In assuming the charge thus committed to us, by the authorities of the state, we feel that we have an important and double duty to perform — a duty in making known the policy, by which we expect to be guided, and a duty in carrying out this policy, so as to accomplish the great objects which we have in view, viz: The renovation of the entire educational system of this state, by means of a superior quality of teaching, and to establish it upon a true philosophical basis. The *modus operandi* will be revealed, in part, as our plans are unfolded.

These duties and suggestions distribute themselves as follows:

1. To the Legislative and Executive authorities of this state by whose wisdom and liberality means are furnished for putting into operation and — we *humbly trust* — for carrying on this great enterprise to its final completion.

2. To the Honorable Board of Trustees to whom have been committed the proper investment of these means, and the *general* management of the institution.

3. To the citizens of this state, and particularly to those of this city, by whose foresight and liberality, and in whose midst this institution has been established.

4. And lastly, to the teachers and schools of this state, for whose benefit this wise and liberal provision has been thus early made, and particularly to those teachers, whose destiny has, this day, been linked with the great common school movement of the Northwest, and who are, in a great degree, to be the public exponents of the efficiency and permanency of this enterprise.

**1st. To the Legislature and State Authorities:—** It would seem but courteous, therefore, in assuming the duties thus imposed upon us, by the Board, that due acknowledgement be tendered that body that first conceived and executed the plan, establishing Normal Schools in this state, and above all, to commend that wisdom and liberality by which so large a portion of the public domain is set aside for the exclusive benefit of schools. Three million acres of arable lands, whose value at the present time, cannot be less than \$10,000,000, is a sum at once so vast, that it would seem nothing



more could have been asked in this direction from the general government. Add to the annual income arising from this sum — which in a short time cannot be less than \$1,000,000 — the revenues arising from other sources, and Minnesota can boast a larger school fund than any other state in this Union.

But superior advantages demand superior men and means to manage them. It is pertinent, therefore, to inquire how this vast amount can be best expended, so as to meet the demands of the state, and the wants of those for whose benefits it was originally granted. To answer this in full, would involve more discussion and more time than can here be given. But we might reply briefly, generally and conclusively, however, by stating that in *no way* can this amount be expended to greater advantage, than by employing competent and worthy persons to perform the labors and duties for which this expenditure is to be made. This is the only possible solution to the problem; and we submit it for frank and candid consideration. And again, since such laborers cannot be had in sufficient numbers without special provisions for producing them; and since it has been demonstrated time and again in other states that without competent laborers the money thus expended is worse than squandered; it does seem desirable, therefore, that some means be devised, both for furnishing competent laborers and for preventing this fearful public waste. In this way alone, can the original intentions of the framers of the law be carried out. And this seems to be the view now entertained by those in authority. It is safe, therefore, and wise, to suggest, that a very small proportion of this fund be appropriated, as necessity and prudence would demand, for fitting laborers for this great work of educating the children of the state; so that an equivalent may be rendered for this heavy outlay. Here, in the common school, is where the loss is usually sustained. I call particular attention to this fact. Here where the money is actually paid out to the laborers is where the loss falls the most heavily, because *poor* teaching, or *wrong* teaching is *worse than none at all*. And here I would ask, with all candor, would it not be better, and wiser, and safer policy every way, since the whole fund is virtually at the disposal of the Legislature, at least to be managed by them and their agents, through legal enactments; and since the preparation of teachers for the common schools, must and does come, ordinarily within the scope of common school expenses; would it not be better, I say, to invest a small portion of this sum, annually, in training and preparing them for their work, rather than that they should continue in the indifferent discharge of the duties, and receive full pay, without such preparation? Any one can see the wisdom and justice of such a course. It would be the payment of a very small per cent, on the general fund, in order to save it, or to secure its safe and profitable investment. It would be a virtual insurance, with this difference, however, that to the stockholders, in ordinary insurance, nothing but the price of insurance is realized, and this is often reduced by fearful losses, while in the former case, with a proper investment, which this plan proposes to secure, there can be no loss, and the gain is infinitely greater, since whatever is gained in education is infinite; and since every dollar thus



expended, in fitting teachers for their duties, besides being instrumental in saving the entire investment, secures twice or thrice the income from the original stock.

Take an example, for instance: Suppose that \$500,000 of this fund is to be expended for teaching; and that, without properly qualified teachers, as any one can see, the whole of this, or even one-half of it (\$250,000) is wasted. And this, by no means, is an extravagant supposition. But suppose, by the investment of two per cent of the \$500,000, producing a sum equal to \$10,000 annually — enough to sustain one good Normal School, and yet only reducing the general fund, per district, about one dollar annually — that the \$250,000, or even the half of it, \$125,000, could be saved annually, what would wisdom dictate in such a case? Why, that it should be done, *of course*. I venture to say, there is not a business man in this city, or in the state, that would not manage his own affairs in this way. Here would be a clear saving, according to the lowest estimate, of the difference between \$125,000 and \$10,000, equal to \$115,000 annually, or of twenty-three per cent per annum on the \$500,000.

But when we come to estimate, not only the material losses and gains, but those that relate to the future of the man, then the comparison becomes most alarming. Here, on the one hand, is the loss of time, of opportunity, of talent, of character, of position, of usefulness, of happiness; and not only so, but there is a *positive* injury done the children in the contraction of bad habits, and bad health, bad principles, and bad practices, which haunt them like a brood of demons all their days; and on the other hand, the gain of all these (minus the evils) with the continually increasing benefits arising from this endless train of good influences. Thus viewed, the convictions are perfectly overwhelming. It does seem that no sane body of men would hesitate for one moment, to make the investment and to make it *liberal*. And this, I rejoice to say, has already been indicated as the future policy of this state and her Legislature.

But it may be asked by some, "Is this a true estimate of these matters, and of the advantages of the Normal School?" We have only time to say, that as far as we have been able to gather information for the last ten years, and to make deductions, it is a true estimate and most emphatically true and significant also; and the statistics of other states will show it most clearly, and our own is beginning to reveal the same startling facts, in reference to poor schools. Every poor school, or school master, is a curse; while every good one is a blessing. That is the simple difference. And the sooner we learn that fact, the better.

But again it may be asked, "Cannot an ample supply of trained teachers be had from other institutions, and from other sources?" We can only say to this, that they never have been yet, in any single instance, either in this country or any other; and they never *can* be had in sufficient numbers and of proper qualifications, from those sources, simply because other institutions concern themselves mainly about the qualifications of their pupils for other and ulterior objects. You might, ladies and gentlemen, as reasonably expect that broom manufactories would yield a sufficient supply of

tailors or cobblers; or that the study of the classics would furnish an ample supply of doctors or lawyers. "Like produces its like." "The stream can rise no higher than the fountain." The broom manufactory will produce brooms and broom makers, and not tailors. The classics will make scholars, and not doctors. And the Normal School, when it is a Normal School, will produce teachers; and no other institutions can, to the same extent, until they are organized and conducted on the same plan; and when that takes place, then they become Normal Schools. Hence it is idle to look for a supply of highly trained and efficient teachers outside of the means whereby they are produced. Teaching is just as distinctly, essentially and emphatically a profession, to be learned by observation, study and practice, as any other. But we have no time to pursue this subject further here. We close this part of it, therefore, by stating what all will admit to be true, viz: that for whatever grants made to the Normal School, either for buildings, apparatus or other purposes, a full equivalent should be rendered in properly qualified teachers. The state has a right to expect this; and, hence, the Legislature has wisely provided, that in consideration of this, she has a claim on the services of the teachers here instructed, for at least two years after entering the Institution. And here let me assure that honorable body, and all others concerned in this matter, that no candidate for such services shall ever leave this institution, with my official sanction, until he or she shall have rendered good evidence of such qualifications, physically, intellectually, and morally, as shall meet the demands of the schools and the state.

I am aware that Normal Schools have not always met public expectation, in this respect. I am also aware that they have not always done their duty. But the failure has been more the result of inadequate means, poor organization and mismanagement, and misdirected efforts, than from any radical defect in the system itself. The effort has been, too much, to meet a demand that should be met in the common schools and higher seminaries of learning, viz: the literary qualifications alone, of teachers. Hence Normal Schools have degenerated, in some instances, into mere academies. But this can be shown to be entirely unnecessary. Their duties are as distinctive in their scope and characteristics, as those of any other professional school. Their office is, not merely to make scholars, but *teachers*. And here, we would be willing to pledge the state an ample supply of them, provided it will furnish the material from which to manufacture them, and the means whereby to operate. And we repeat, that in no other way can this great want, on the part of the state, be met, in that truest and highest sense, except by establishing Normal Schools, where the teachers may learn the *science*, and be trained in the *art* of teaching. But we have no time to pursue this subject here. Other reasons will be revealed as we proceed.

**2nd. The Board of Trustees.** — Gentlemen: Allow me to address you personally on this occasion, and to thank you for the distinguished honor you have conferred upon me, in thus committing to my care the direction and management of this school. I feel, sirs, in accepting this position, that I have accepted at your hands, a holy trust and a life labor. Surely to carry out your views, as they have been expressed to me, and as I conceive they

ought to be carried out, would require, not the sacrifice of a life, but the success of one. Not only care, and toil, and self-denial, and labor — man's best inheritance here — are involved in this struggle, but the rewards, the triumphs, the conquest, the glory, the fulfillment of our devoutest expectations, the consummation of our dearest hopes, viz: the development and sublimation of man's highest powers, in devotion to a cause, that looks not at the present good alone; but away, far beyond, to the happiness of the unborn millions of our race. All this, and much more, is involved in the labors which we this day inaugurate.

It is but natural that I should feel the weight of this responsibility, and my great incompetency for a work so vast and overwhelming. But duties so arduous, so exalted, so ennobling, and so divine, I confess, have great and strong attractions. And with your counsel, your sympathy, and your labors, I shall devoutly accept them, trusting humbly in Divine wisdom for that guidance which alone can ensure safety and success. And while it shall be my earnest desire and my happiness, at all times, to acquiesce in your views, and to carry out your wishes, it will readily be seen by you, that the internal management of the school must be entrusted to an individual mind; must be a unity; and that unity is best exemplified in the individual decisions and acts of the representative head, aided, of course, by those whom you may place in the school as assistants, which assistants should be the united choice of yourselves and the Principal. This faculty must be left entirely untrammelled in the exercise of those functions exclusively internal, and, at the same time, allowed a liberal share of suggestive latitude in the general management.

I feel, gentlemen, in common with yourselves, that the Normal School must succeed; that it must accomplish the great object for which it was formed, to-wit: The renovation and purification of the entire education enterprise of this state; that the greatest good to the greatest number must be its high object and aim. And if I see that its success depends upon the sacrifice of personal ease, personal favor, or the opinion of personal friends, *person* "must stand from under." The Normal School, first, last, and all the time. Its interests are too sacred to barter at any price. They are inseparably linked with all the common schools of this state. The success of the Normal School must be the success of common schools, directly or indirectly. They live and breathe together. Anything, therefore, tending to engender prejudice and local strife, must injure the Normal School, since its life, its instincts, its usefulness and nourishment, all depend upon the favor in which it is held by the popular masses, whose servant it is. Let it spread wide its arms, and strike deep its roots, and embrace all that comes, legitimately, under the name of school or education. Far be it from you, or from me, to consent to use the liberality of the state for the aggrandizement of a merely local interest. The State Normal School should be linked with no such faction; but should be looked after and built up at the sacrifice of every other interest, let that be merely local or otherwise.

This brings us to notice, in the third place, the relations and obligations existing between this school and the citizens generally, and those of this



place more especially. Every citizen in this broad land has a sacred and inalienable right to a part of the public domain, and especially to that portion of it which is set aside for the education of the children. If he has no children, so much the worse for him. That is his misfortune and \*goes just that far towards rendering him a useless member of society. But this, by no means, releases him from the obligation of expending his portion of such domain for the education of his neighbors' children; since his own personal interests, by virtue of his partial isolation, are identified with theirs, and are advanced proportionally with theirs and the general good. He ought to expend it all the more willingly, since he reaps the common benefits of society, without contributing anything to its membership; and since he enjoys all the immunities thereof, without expense, save the little he gives, in common with his neighbors, for the public weal.

Another truth, equally self-evident, is that every child, white, red, or black, male or female, bond or free, rich or poor, high or low, domestic or foreign, has an inalienable right to an education. No laws nor law makers have any more right to deprive children of this, than they have to break their arms or legs, or to put out their eyes. And on the same principle, we assume that the laws are deficient, and law makers are culpable, just to the extent that they do not provide for the thorough education of the children of the state; since in failing to do this, they entail worse than merely physical evils upon them and the state, by depriving the former of the free use of all their legitimate powers, and the state of their services. Again, by the infliction of merely physical injury, the damage, for the most part, is only temporal; but in the former case, whether from neglect or otherwise, it is not only temporal, to a more fearful extent too, but it is also eternal, and self-perpetuating, since it is entailed upon future generations. We claim, therefore, that this education is a most sacred inheritance, to which the child is born, and of which no earthly power should divest him.

And further, this education should be free — as free as the air he breathes; and to all classes alike accessible, so far, at least, as the distribution of the public fund is concerned. We are prepared to defend the doctrine, "that the property of the state should educate the children of the state;" (and that includes the teachers of the state also,) and that this, so far from weakening the parental obligation to educate, only strengthens it, and renders it more practical and certain.

But how does this doctrine affect the Normal School and its obligations to the state? Much every way; but chiefly, in that it points out the mutual relationship and dependencies existing between it. Every man and woman, whether parent or not; every boy and girl in this broad state, has an interest in this Normal School. That interest is indefeasible, and co-extensive with the expenditures and the benefits. Its blessings, like its expenses, therefore, should be distributed, as far as possible, to all alike.

But while its benefits are thus distributed, it cannot escape you, fellow citizens, that the obligations are also mutual. Its separate and isolated existence, as a Normal School, is simply impossible. It must derive its prosperity and consequent usefulness mainly from the generous support you give



its pupils. These teachers will be asking for schools, by and by, that they may give an equivalent for the assistance they have received from the state. Thus you will perceive that the state has made you her agents, through whom she expects her remuneration. And while it is not expected that you are under any special obligations to employ these, when you can get others equally as good, or better, (if that were possible), for less money; yet it is expected that you will not allow them to be pushed aside and crowded out by those who are less qualified, because they can afford to "*Teach cheap.*" No; your own interests, as well as the deference you should show the wise provisions of the state, would forbid this.

I will not stop here to discuss the ruinous policy of employing "cheap teachers," because they *are* cheap, further than to say, that those "cheap teachers" are the dearest in the end; since they render the state no equivalent for the miserable salaries they eke out of her treasury. To employ poor teachers for poor schools, is the surest way to keep them poor. To employ illiterate teachers for backward schools is like employing the poorest doctors for the sickest patients. "They that are whole have no need of the physician, but they that are sick." As a general thing, we need the best teachers for the poorest schools. I will not say *best* in every point of qualification; but *best* for that particular school — the best adapted for its peculiar wants. No one, therefore, can fail to see the propriety of employing the best teachers in point of professional ability, for the primary schools; since it requires more wisdom, greater experience, and a rarer gift to instruct and control small children, than any others. And this importance is very much heightened, when we take into account the character and durability of the impression made on early life. But this teaching gift is cultivable and is peculiar to a certain class, mostly females. And the natural gift, without the cultivation of it, is often worse than no gift, since it confers additional power, without the ability to control and direct in useful channels. Hence, the very great importance of employing female teachers that have been trained in the Normal School, where opportunities have been enjoyed for the study of this subject in all its phases and for witnessing and testing the best method of teaching of all grades and ages. And this importance increases in proportion to the number of these teachers that are annually employed in the public schools of the state.

This brings to notice, in this connection, the character and organization of the Normal School, more at length; giving its peculiar fitness for supplying just such teachers as the schools of the state may require, a *desideratum* of the very first importance.

We cannot here enter a description of the organization and wants of these schools, further than to say that with a competent teacher, we believe every district school and, indeed, almost every other, may be classified into three general divisions, and each of these into two or three sub-divisions or classes. In cities and larger towns, classification is still more readily effected by establishing what are called *Graded Schools*, including primary, secondary

grammar, and high school. The last one of these grades is seldom if ever required in the county school, while all three of the other departments will, in most cases, be represented in the same school.

Now each of these classes or divisions will require separate and distinct characteristics in teaching. It is necessary, also, that under these circumstances, they all shall be combined in one and the same teacher. Or, in other words, the teacher will be required to teach a primary, secondary, and grammar school, all at the same time and in the same school room. And this, my friends, is the great perplexing question *today*, in the thorough and consistent organization of the country district school. The Normal School must meet and grapple with this difficulty. It must meet it fairly and, as far as possible, provide a remedy for it; for it is for this purpose chiefly, viz: to prepare teachers for the common schools, that it has been established.

In order, therefore, to accomplish this object, there must be an organization of its several departments looking to these several difficulties, and at the same time accomplishing the other objects of a Normal School. The whole system, therefore, presupposes the existence of a model or experimental school, in connection with the other departments, in which all these types of school can be represented. The mixed-grade school, or the one having three or four grades in the same room, as described above, I believe has never yet been attempted in the Normal School. The others have, with the most satisfactory results. The Normal School would then present a complete system, representative of the entire educational machinery of the state, both as to classified and unclassified schools. And this is what it should do. It does not fulfill its mission unless it does thus represent it. Here then, in addition to other advantages, the pupil teacher may study the entire system of graded schools from the highest to the lowest department, and become familiar with the management of all these several grades and classes.

But it might be well, further to describe this *model*, since the efficacy of the Normal School, and hence the benefits arising to citizens from its location here will depend, in a great measure, upon the perfection of its organization.

First in order then, we should have the Normal School proper, including the Normal or Professional Department, and the High School or Preparatory Department. These departments are both necessary to the efficiency and existence of the Normal School, and hence should have their location in the same building. The academic course can then be made as thorough as most collegiate courses, and much more disciplinary and practical.

Second. — The Grammar School Department, one secondary (grade a), and the mixed or rough grade, should occupy another, and adjacent building. These departments, as has just been shown, are also necessary to the thorough organization of a representative system of education for a state or community.

And third and lastly, there would be the other secondary grade, (b), and the two primary departments, (grades a and b), to occupy a building similar to the one for the grammar school, etc.

The above arrangement proceeds upon the supposition that three buildings be provided, in time, for the accommodation of this system of schools, or all three of these departments, slightly modified, might occupy the same building, if it were of sufficient size. The whole, then, would read thus, arranged with reference to entire grades and departments: one Normal department, one High School Department, one Grammar School Department, one Secondary Department, including grades a and b, one miscellaneous grade, and one Primary Department, including grades a and b. Other departments and grades could be established, if the number in attendance and circumstances require it.

Now each one of these departments should be superintended by a Principal, and each one of the grades by a permanent teacher, who, according to the following arrangement, would be able to take charge of from one hundred to two hundred and fifty pupils. Each one of these departments would be sub-divided in to a convenient number of classes, according to the age, capacity and attainments of the pupils. There should also be from four to six class or recitation rooms attached to each one of the main rooms in these buildings. Each department would then be provided with one large assembly or study room, arranged so as to seat two hundred pupils, and six class rooms adjoining, for recitation. In this large room, all the general exercises could be conducted, and all study and preparation made, when, at given times and signals, the classes may retire to their several recitation rooms, where they are met by two select classes of Normal pupils, two for each room, one from the junior class, as an observer, and one from the senior class, as teacher, or this may be varied to suit circumstances.

Now these Normal pupils (those of them who give instruction) must first have undergone a thorough training and preparation in the Normal School, on the lesson to be taught, and must also have undergone an examination on the most approved modes of teaching, before they are permitted to take charge of classes. The others come in as mere observers, to note the methods of instruction, and to learn the disposition and advancement of the pupils; so that they, when their turn comes, may be able to carry the instruction forward without interruption.

These classes are here drilled thoroughly for the required time, when their places are supplied, it may be by another class, and other teachers. The teaching will be supplied, either by the Principal of the Normal School, the Principal of the department, or the head teacher in the class. And during the absence of any teacher from his department, his place can be supplied from the teaching class of Normal pupils, when and where another very important "school room duty" can be learned and practiced, viz: the art of governing the school, securing study, and managing the whole machinery at intervals.

Here, then, in this system, teaching may be learned in the only successful way, and in all departments and grades of school. And it is astonishing, the amount of it, that may be done; and the perfection to which the teaching and learning may be brought, under an arrangement of this kind. The model school is the only true type of school.



1st. Because it *fulfills the conditions of education more nearly than any other*, since the exercises of study, recitation, and teaching are distributed in about the right proportion among all grades — teachers as well as pupils — thus affording a harmonious and consistent blending of all the forces of education, of acquisition and use, the true interchangeable relation of want and supply.

2nd. Because *it costs less money to teach the same number of pupils*; since each paid teacher or principal may safely superintend two hundred pupils, if need be, being assisted each day by a corps of from four to six trained pupil teachers, who teach without compensation, as a part of their Normal School training, making the expense about one-half or one-third less for the same amount and quality of teaching.

3rd. Because *it costs less money to teach the same number of pupils*; who superintend must themselves be first class teachers, which give character to all the teaching, in all the classes, and all the departments. 2. Since the pupil teachers must themselves have spent one week or more, in observing methods and studying the disposition and capacity of the class, and have undergone a thorough examination as to preparation of the lessons and other exercises to be taught, before they are allowed to give instruction in class. 3. Because they have an additional motive for thoroughness, since their standing in the Normal School is determined from their record of teaching, more than from that of learning what to teach. 4. Since the classes may be smaller and more evenly graded, this being one of the chief advantages, since a most thorough and consistent grading of all the pupils may thus be secured. 5. Since from three to four times as much time and attention may be devoted to the individual classes and pupils as there can be under the ordinary arrangement. 6. Since, by this method, we are able to keep the pupils busy all the time, at some appropriate employment or exercise, and thus prevent that bane of all schools and all society, *idleness*, which is doing more today to curse our schools than any other one thing, since the pupils in the great majority of instances, spend from one-half to three-fourths of their time in doing nothing at all, or worse than nothing; and these habits carry themselves right into their business, of whatever character, in after life. Now this can be prevented or removed, only by some such arrangement as described above, by which all the time of the child may be employed. Other advantages might be named; but we pass to notice in the next place:

*The advantages of this arrangement to the pupils of the Normal Schools, and, hence, to the other schools of the state, through them.*

1st. It affords an opportunity to the pupil teacher to study the whole system of graded schools, from the lowest to the highest department, in one comprehensive *model*.

2nd. It affords him an opportunity to witness the organization, government, recitations and other exercises, conducted on the most approved plans.

3rd. It affords him just what every young teacher should have before he is intrusted with a school of his own, viz: an opportunity to direct and



manage the *studies* of children, as well as to give instruction; and, in fact, to assume the entire responsibility for the conduct of the school for a given time.

4th. It affords an opportunity to any teacher who may desire it, to cultivate his or her particular talent for any particular grade of school.

5th. It affords the same opportunity to any who may wish to qualify themselves for all the grades of school; since they can enter any one of these particular grades as an actual practitioner, and pass successively through the whole.

6th. And superadded to these advantages, the teacher, during this term of observation and practice, is to study the educational system of the state, the science of education in general, and to make himself familiar, not only with the school laws of the state, but with the laws of human growth and culture, the capacity of all the human powers, the nature and force of the various departments of science, their fitness for the several educational purposes, and thus to lay the foundation for a successful career as a professional teacher.

It will be seen from the above, what the Normal School is capable of doing, provided it can rely upon you, my friends, and upon the Legislature for the necessary aid. Just such a school is needed for the state purposes, and just such a school may be established in your city if you desire it. The state needs what you can most consistently commit to her, and you need what the state can most consistently commit to you. The advantages shall, therefore, be mutual and self perpetuating; and the expense, by virtue of this accommodation and division of labor, may be greatly reduced to both parties.

Our Normal School must prove, at best, but a medium affair, unless we can have the means in time, for putting it into full play, in all its parts. It must forever be a cripple, if we allow it to grow up deformed or defective in any of its departments. No one can fail to see that a school of this kind is the great educational necessity of the state. As such, it makes its appeal to us this day for aid. Colleges and universities are luxuries which we do not specially need just now, Normal Schools, or the means for the preparation of teachers, for the schools of the state, are the *necessity*, I repeat, which must be met now, or the defeat of colleges and universities and every other institution is rendered doubly certain.

I confess, fellow citizens, I have long wished for an opportunity for putting into operation my cherished ideas of schools and education — an opportunity for establishing a *model*, consistent and adequate, in all its parts, and adapted to the great wants of a state.

May I not look with encouragement to your state, and to your city for the necessary advantages? Will you afford me that long coveted opportunity, or must I look elsewhere? I trust you will not thrust aside these countless advantages described above, and suffer your schools, and the school system of the state, to be trampled down by ruthless speculation, or the equally destructive agencies of indifference and neglect. Let Minnesota utter her voice on this important subject. Let her broad and fertile prairies her beautiful valleys and fields, her boundless resources of wealth, answer, Let a voice from the legislative halls answer. Let a voice from the peaceful

citizens answer. Let that pleading voice that comes up from her children in every city, town, and hamlet, and from every school-house and let all these utterances be heard and heeded. Unless they are, the mingled din of those voices will rise, ere long, again, borne on every breeze across the lakes, rivers, and plains, more plaintive now, more clamorous, more discordant, more imperative, more terrible, pleading for more asylums, more courts, more prisons, more money, more bread; and we must answer this call with our cash. There will be no escape then; and the penalty will be the more unwelcome and more fearful, since it might have been prevented.

4. But we come now to notice, in the last place, some of the peculiarities of a Normal School, as distinguished from other institutions, the relation it sustains to those institutions, to teachers generally, and especially to those who are present this day as pupils. The first we must allude to but briefly.

What we mean by other institutions in this connection is, the entire educational machinery of the state, whether benevolent or otherwise. The educational influences are not bounded by the precincts of the common school, however general and powerful these schools may be made; but they extend as far and wide as the influences of man can extend. The asylums for the deaf and dumb, the blind, the insane, the idiotic or imbecile; houses of refuge or reform, benevolent societies, Sabbath schools, churches, and even down to that most potent of all educators, the family and social circle — all these, and many more, are the fit subjects for the study and labor of the Normal pupils.

My young friends, when you enter this field, you not only pledge yourselves the public servants of the state, but you enter a missionary field, in the highest and truest sense of that term. You ally yourselves and your fortunes with the dearest interests of the state — with every thing, in fact, that is holy, ennobling, and good, with that endless chain of mighty influences that links man to his Maker. You penetrate that great deep of unseen causes and influences, which evermore surges with the burden of our broken and shattered humanity. You lay your hands upon divine things and solemnly pledge yourselves to handle them as the instruments of God, for the restoration of the lost loveliness to the soul, the clearness and vigor to the intellect, and the health and manliness to the human form divine. You should tremble as you enter this holy sanctuary — the holiest in the records of the human family — the sanctuary of thoughts, emotions, volitions, and God-like power — a sanctuary all redolent with the divinest aroma — the living, moving, deathless energies of human souls. And, as Moses was commanded to put off the shoes from his feet, in the visible presence of the Burning Bush, so should you, as you enter here, divest yourselves of every unholy thought, feeling, and desire, and arm yourselves with that innocence and purity that made Satan stand aghast, gnashing, and acknowledge, when angel-confronted, and touched by Ithuriel's spear, "How awful goodness is." Thus, my young friends, should you equip yourselves as you enter this arena; where passions sometimes strive for power; but where discipline chastens and refines them, and makes them the obedient servants of the will. Thus should you surround yourselves with those heavenly

guards, innocence and virtue, that you may walk through the furnace of trials, conflicts, and temptations incident to an educational career, without even so much as the smell of fire upon your garments. Then shall ye be strong, through Christ the strength of all sound education, to do battle against the hosts of ignorance and sin. But we have only time to call your attention to some of the leading characteristics of this school, and to some of the obligations resting upon you, by virtue of your espousal of this cause to-day.

In the first place, then, this is no ordinary school. By its very name and profession, it takes a higher stand than other institutions. Not higher, perhaps, in a literary sense; but higher in that it assumes the prerogative to give directions and instruction in the use of knowledge, and every other instrument for the elevation of the race. It is professional. While other institutions propose to develop the human faculties by the acquisition of knowledge; this proposes more. It professes also to teach and enforce the right application of this knowledge, and this human power, thus generated and developed, to the development of similar qualities in others. And its character, consequently, ranks as much higher than that of ordinary institutions, in these respects, as the application or use of knowledge is higher than the mere acquisition of it. Its regime of study, discipline, and labor must, therefore, rank correspondingly high, or it does not fulfill its mission. Every one's progress here must be measured by his ability to use knowledge skilfully in teaching others. In most institutions the pupil studies to *know*; here he studies to *do*. It will be seen, therefore, that this school will be no place for idleness or wickedness; for there will be no time for the indulgence of these propensities. Idleness is incompatible with the genius of the Normal School. Indeed, it cannot exist, without a flagrant violation of the conditions of membership. A lazy person never ought to come in sight of children — save as a warning — much less should he teach them. Laziness will no more be tolerated here, than drunkenness and kindred vices.

Again, wickedness will not be tolerated here. I use the comprehensive term wickedness to denote all vice and crime, and everything that leads to them. The warfare shall, therefore, be as sore against wickedness as against ignorance. I never could reconcile the inconsistency of a person's educating a part of himself at a time; or a part of himself for good and a part for evil. "No man can serve two masters." We shall proceed, therefore, upon the plan of educating a whole man at a time, well knowing that in order to produce harmonious results, there must be a harmonious and consistent blending of all the influences and exercises necessary to produce those results. Neither can I reconcile the inconsistency of an educated man's being a bad man, any more than I can a sick man's being a well man, a weak man's being a strong man, or a wise man's being a fool. Education means the development of all the possible good in men, and the suppression of all the possible evil. It is a renovation and restoration of all his original powers to a comparative state of purity, activity, and vigor, wrought out through the heaven-appointed means for restoring disobedience and sin that wrought such ruin among them. But every mind and soul has its antidote. Hence,



that education that does not recognize Christ in it — the great antidote for sin — is no education, in the truest sense of the word; since it ignores the only life-giving principle from which all true progress springs. He alone can neutralize sin, that primal cause of all physical, intellectual, and moral obliquity, which an education seeks to correct, and put man's powers into a true condition of growth and development.

A man's real education begins with a new birth. But Nicodemus said, "How can these things be?" So will many other blind Pharisees of the present day, I imagine; but the truth stands there nevertheless; and just so long as we ignore it, we shall fail, as we deserve to fail, in the true education of the race. We may build school houses and plant colleges and universities and normal schools, until our land is clouded with them, and we shall forever fail until we recognize this one simple truth. I say, therefore, a man's real education begins with a new birth. All antecedent to this is preparatory, and should be directed with strict reference to this one great event, when he can begin to grow and drink in the great truths of science and religion. A man can only grow harmoniously when he grows in accordance with God's plan of growth. His plan is that he shall grow in goodness as fast as he grows in wisdom, and that his physical powers shall not be interfered with, but strengthened and refined in this and by this growth. How then can an educated man be a bad man? He cannot, any more than light can be darkness, or good can be evil, or virtue vice; for whatever he lacks of being good, or what God designed he should be, he lacks in his education. And the same is true in every other possible respect. Whatever he lacks of filling the measure of manhood, in a physical, intellectual, moral, and spiritual sense, as marked out by the Creator, he lacks in his thorough full-orbed development, as a man, a Christian, a scholar, an *educator*.

I cannot consent, therefore, to any other definition, interpretation or application of education, than that which looks to the accomplishment of all these objects, in the fullest and highest sense. And here allow me to add that no teacher can pass under the sanction of this institution, who does not possess all these attributes, if not in a high, at least in a respectable degree. The spirit and letter of the laws of the land bear testimony to the soundness and safety of this position. I would not turn a bear or a wolf loose among a flock of lambs; neither would I a teacher with a bad heart, bad morals, bad principles, and *bad practices*. Much less, then, would I turn him loose among little children and schools, and then add to his license my official sanction. I thus make myself responsible for the evil he may do.

A fool cannot teach wisdom; neither can a bad man teach goodness, except in a negative way. Satan cannot correct sin; therefore, his emissaries should not be employed to cultivate the vineyards of the Almighty, where so much sin and moral obliquity are to be dealt with. Knowledge and goodness grow best together. Therefore, no attempt to separate them should be tolerated. Religion and science were made to go hand in hand. Their mission is the redemption of the race. "What, therefore, God has joined together, let no man put asunder."



Well, which do we need most, today, knowledge or goodness? Intellectuality or spirituality? Smartness or honesty? Shrewdness or integrity? Half men or whole men? Men without souls or with souls? These questions properly answered, and then we shall be able to determine the character of the teaching most needed.

Nay, my fellow teachers and pupils, education and teaching mean more than merely hearing recitations and keeping good order. They mean building up human bodies, minds and souls, each in one harmonious, majestic, living temple; and adorning it with all that is beautiful, costly, pure, and good.

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## THE STATE NORMAL SCHOOL AT WINONA

### SPEECH OF MR. E. S. YOUMANS of Winona County

In Committee of the Whole, House of Representatives of Minnesota, January 21, 1864 the Committee having under consideration —

H. F. No. 13. A bill for an act to appropriate money for defraying expenses of the Normal School at Winona.

Mr. Youmans said:

MR. CHAIRMAN: It is too late in the day to argue the general importance and advantage of education; that is everywhere demonstrated and everywhere conceded. It is a part of universal civilization, and a certain measure and kind of it is provided for, even in monarchical and despotic countries. The indispensibleness of education in a republican form of government is self-evident; and accordingly the states of this Union have made provision for the general education of their citizens, on a scale far grander than the world has ever witnessed before.

There can be no doubt that there would be a certain amount and kind of education without state action, for the growth of the human mind is inevitable, and reasons are not wanting in support of the policy of leaving the whole subject to the people for their own voluntary management, without interference by the civil authorities. But that question here and now is not open. It is settled in this country that there shall be public education. The state provides for it, and it is part of an established organic policy.

But the questions to what extent the state shall give educational aid; in what manner its influence shall be exerted; and *what kind* of education it will assist in dispensing, are those upon which legislators have to pass.

It has come up before us now, and to it I propose to devote my present remarks.

The real question before us is, Shall the state of Minnesota have an institution for the training of teachers, or a Normal School?

To a man of common sense and common judgment, one who believes what is worth doing at all is worth doing well, this must seem a strange inquiry. In all other departments of action it is found necessary to prepare men for their special callings. In the industrial arts, universally, there must

be a preliminary training, varying in time with the complexity of the craft. Even where it is a matter of pure mechanical routine there must be an apprenticeship, and just in proportion as mind becomes involved, the time and labor of preparation is increased. We see this in the professions of law, medicine and divinity. Now the vocation of the teacher is of this higher character, and if we apply to it the same principles which are established everywhere else, we must demand the thorough education of the teacher. If you would not trust a man to shoe your horse, or repair your watch, or medicate your body in sickness, or counsel your affairs, unless you knew that he had been trained and prepared for his work, would you commit the mental management of your child to a person who had given no proper attention to the subject — to anybody who went into the business because unfit for anything else, and who would quit it at the first opportunity? Certainly the material with which the teacher has to work — human knowledge on the one hand and the growth of character on the other — are not things so simple as to be comprehended at a glance by anybody. It is true the consequences of mismanagement are here not so palpable and immediate, and hence the more urgent the necessity that we should be certain of the teacher's preparation. If the blacksmith lames your horse, or the jeweler spoils your watch, or the doctor kills you with his treatment, or the lawyer gets you into a difficulty, instead of out of it, the results are directly obvious; but an incompetent teacher may have the handling of a child's education, and the injurious consequences will not appear till long afterward — until too late for remedy. This, therefore, is pre-eminently a case for the exercise of forethought, and the establishment of a rational and enlightened policy.

But I am not inclined to debate this question on general grounds, and, therefore, proceed to a more special examination of the reasons that call us to act in this matter.

First, then, we should maintain a State Normal School, because this mode of advancing education is, more than any other method, in harmony with the democratic spirit of our institutions. In glancing at the past history of the higher educational organizations, the first great fact that strikes us is, that they were established at a time long anterior to the modern movements of society, and the modern expansion of knowledge. They were founded to promote the culture of a few — to advance the intellectual interests of certain classes and professions, and before the idea of general or popular education was even dreamed of. The object of these institutions was to form and sustain a learned class, embracing the learned professions and studious persons of wealth and leisure. The education they dispensed consisted of ancient traditional lore, chiefly interesting because of its age; such knowledge of language and metaphysics as would be useful in law and divinity; and such speculative studies as would serve as occupation and amusement for minds of a philosophical turn. All idea of the general utility of knowledge was explicitly and universally repudiated. The doctrine of the ancients, that nature and matter are gross and corrupting — that philosophy would be degraded by taking interest in the things of practical life, and that to work with the hands is vulgar and debasing, took possession of

the universities and has pervaded their education for the last thousand years. Nor are the colleges of today free from the taint of this error. They still place the motives of education upon the same basis as did the ancients, and teach that knowledge is to be acquired simply for its own sake, for the pure intellectual pleasure of the inquirer, and not for any useful ends to the student or society which may result from it. Such was the old and established idea of education, a scheme which repudiated the useful, and which, though, nevertheless very useful to certain professional classes, never for a moment contemplated the diffusion of knowledge among all classes of society. But in the programme of Providence this state of things was not to last forever.

A new dispensation was at hand. The general awakening of the human mind in Europe, a series of grand discoveries concerning nature and the universe which revolutionized knowledge, the great Protestant revolt for liberty of thought, and the discovery of a new continent as the theatre of the new civilization, all these great events were the harbingers and preparations of a new order of things, and with the acknowledgment of human rights came the concession of the right of universal education. It was first avowed on this continent and in this country that education is the right of all. This new doctrine, the product of the last hundred years, teaches that every person by virtue of possessing improvable capacities is entitled to an opportunity for a certain measure of culture; and our common schools have been organized to meet this requirement. Now it is obvious that when this idea of universal education had been adopted and embodied in a universal institution, it was a very grave consideration what kind of instruction should be diffused by the common schools, or what kind of education was best suited to the circumstances and requirements of the mass of the people to be educated.

I say this was a very serious question, but it was not so apprehended at the time, and, in fact, was hardly raised. And the obvious reason was that the term education had already a settled meaning. There was the college; it was the model of educational institutions. There was the digested, authorized system of education — the type to be imitated; and there were the educated classes, products and proofs of the value of the established methods, and examples to be followed in all schools. Such was the only ideal of education which the public recognized, and the inevitable effect was that the common school embodied, in a rudimental and imperfect way, the higher and prevalent conception of education. Nor was this all. Besides the colleges there were a host of academies, the chief and acknowledged office of which was to prepare students for college. This notion of education was, therefore, exactly the same, and as the teachers of the common schools were generally young persons who had attended or expected to attend the academy, and whose minds were consequently running upon academic studies, it was natural and inevitable that the general character of the instruction dispensed in the lower institutions should be of the same nature as that of the higher. Much of this was little else than an abortive preparation for the academy. This tendency was greatly facilitated by the popular nature and influence of our political institutions. By his suffrage, and



the possibility of rising to public position, every man has an interest in public affairs. The road to office is open; all can share in the competition, and all, therefore, require to be more or less prepared for it. I said that the collegiate education was mainly adapted to the wants of professional men — lawyers and divines. The physician's education is of a different character. It deals more with nature and science; and, hence, it early became necessary for him to have a separate collegiate institution. But the professional aims of the lawyer and divine were similar. Both were to be public men and public speakers; and, hence, the preparation suited to one case answered to the other. Consequently, language, rhetoric, criticism, oratory, and all the arts of persuading and managing men, constituted the staple of their education; and these aims were by no means foreign to the aspirations and expectations of the pupils in the common schools. When, therefore, they passed beyond reading, writing, and ciphering, they almost invariably ran into grammar, rhetoric and declamation, and such studies as were specifically fitted to prepare for the academy or college.

To such an extent is the view I am now presenting true, that, to this day, and almost everywhere, when the Esquire, or Colonel, or Governor enters a school, and is invited by the teacher to address the scholars, he makes the stereotyped statement, that some one of the pupils now present will probably, at some future time, be an Esquire, Colonel or Governor, and perhaps President, and offers this fact as the prime inducement to study — the great motive to education.

Now, it is hardly necessary for me to say that there is a fallacy in the statement. He who enters a common school and tells the pupils, of course, only the male pupils, that they may one day get offices, besides appealing to the lowest and meanest consideration holds out the gambler's motive. The great mass of them will never do so; and to induce them to prepare for it is a fraud. Where one succeeds, a score will be disappointed; and when the common school accepts the glittering ideal of education offered by the academy and college, it arranges for defeated hopes — attempts to prepare the body of its pupils for stations they can never reach, and, what is worse, to the extent of its influence, disqualifies them for the places they must occupy in life.

Let me not be understood as opposing the preparation of our youth for the just and faithful discharge of their civil responsibilities. I only protest against training them for politicians and office-seekers. I protest against false inducements and pretenses, and only claim that, in order to make an enlightened citizen, the best way is to make a thinking man, who is intelligent and efficient in the common relations of life and society.

It is not to be denied that there is a great deal of well grounded dissatisfaction with our common schools, and much just complaint that the community does not obtain from them all that it is entitled to expect. It is charged that much of the education they dispense is worthless, that it has little or no relation to the actual requirements of practical life, that not only is time wasted and effort misdirected, but just in so far as they are efficient when managed by able teachers, the whole effect is a disqualification for the



duties and responsibilities of common life, and is calculated to awaken ambition to enter upon an academic and collegiate career, which, to the great mass of pupils, is impossible. This must be inevitable so long as we follow the mistaken course of attempting to impart an education designed for the liberal professions to the mass of the people. Let me not be misunderstood as joining in a crusade against colleges.

They are indispensable for their purpose — the education of the professional classes. Nor do I altogether condemn our common schools. They too are invaluable, though the causes indicated have much impaired their value and efficiency. The thing needed is that common schools be put upon an independent basis and the whole policy of their instruction adapted to the real, practical, living wants of the mass of the community. In view of these considerations then the duty of the state seems plain. It is not to legislate for class interest, but for the whole people. Educationally, therefore, its first great interest is the common school. The only question is this: When the state passes from the common to the higher schools, by what principle shall it be guided in bestowing its influence? To this I reply that it is committed to the common school and is not at liberty to forget it. It is pledged to educate in the best manner possible, all the children of the state. To give them such an education as shall not make them ashamed of their vocations, but educate them in and for their vocations. To make them intelligent farmers and mechanics and citizens.

In order to do this, our common schools must be taken out of the hands of incompetent teachers, and put in charge of teachers fitted to make them what they should be. The state has organized a system of schools — let the state see to it that its purposes are not defeated by neglecting the qualifications of those who have charge of those schools.

The Normal School for training teachers is a part, an indispensable part, of the common school system. It is the only high educational establishment which the state, by virtue of its democratic and popular character, is bound to create and sustain. Whether it shall extend aid to other higher institutions is a question of expediency, but that it shall have a Normal school to give character and effect to the common schools is a matter of imperative duty.

The denominations and professions have their aims and interests, limited and conflicting — let them have their schools and support them. The state has taken in charge the primary education of *all* classes, without favor or distinction, and by virtue of its trust is solemnly bound to adopt all reasonable and practical measures for doing this in the best manner possible.

I proceed now to notice another important consideration which bears upon the case. We require a Normal School, because the subject of education has undergone an important revolution in its methods and precepts which renders the present a fit occasion for organizing an institution that shall embody the newer principles and later improvements of the art. These improvements are numerous and important. In the first place, there is a fundamental change in our ideas of the qualifications of the teacher.

Formerly it was only required that the teacher should comprehend certain branches of study — should be able to meet an examination in writing, reading, geography, and arithmetic. In that scheme the fundamental and most important, a knowledge of the pupil itself, was not required. So long as this was the state of things, and wherever this is not allowed, education becomes a mechanical, monotonous process of imitation and memorizing, ending in superficial acquisition and a disgust of study. Where the function of a teacher is understood to be to write copies, put out words and to hear lessons, we can expect little other effect than that the children will hate the school and abhor books. But there has been a progress beyond this old practice. It is now demanded that the teacher shall understand not only the subject taught, but what is of equal, nay higher, importance, shall comprehend the nature and peculiarities of the scholar's constitution — mental and physical — the laws of their growth and the art of their management. This widening of the teachers' vocation is but part of a grand process of evolution which is common to all the elements and phases of civilization. The arts have gradually unfolded into sciences, blind rules have developed into rational principles.

As the old astrology gradually grew into astronomy, as the old alchemy expanded into chemistry, as the rude processes of agriculture have grown and are still growing into more rational and consistent methods, so the vocation of the teacher is undergoing a corresponding change. Education follows the same course of transition as the other arts. Long pursued as an affair of arbitrary precepts, its maxims, shifting with the caprice of ignorant custom, perhaps the least rational and settled of all human arts, we are at length beginning to perceive that here, too, is a routine of order, inexorable facts to be observed and studied, unchanging principles to be elucidated, laws recognized, and science established, here, as in all other departments of activity. The locomotion and the modes of transmitting intelligence half a century ago do not differ more widely from those of the present, than do the primary schools of that time from the best we have today. All branches are taught by better methods. Spelling, reading, writing, arithmetic, geography, all the fundamental branches are revolutionized in their modes of management from the discovery and adaptation of new and better principles.

As a result of this change in the philosophy and practice of education, this introduction of new systems and new handling of old subjects, the normal school system has sprung into existence. This was inevitable. The old institutions could not meet the new demand. All their machinery was adapted to the education of adults. They were found to be fundamentally at fault, and new institutions had to be created to do new work. These, known in England as training schools and here as Normal Schools, are an outgrowth of the popular movement; and against all kinds of adverse influences, the influences of pre-existing institutions, the dread of innovation, the love of money, they have grown into an organized system in response to a practical demand.

The normal school is not a new fangled or untried speculation. Of the 230 in Europe and forty or fifty in the United States and Canada, not one

has proved a failure. It involves a model school in which teachers are practically trained in the methods of instruction and the management of pupils, so that when they have graduated, they are ready for efficient work.

So vital are the interests and so general the recognition of the claims and value of this class of institutions, as to give rise to a rational organization. There is already a large literature of the subject, and a system of inquiry and experiment so complete and efficient as to promise a steady progress in the future.

I proceed now to discuss this question in another aspect, to show that the establishment of a normal school will not only be a pecuniary advantage to the state, but will be by far the most profitable investment of money that it is possible to make.

I know there are those who scorn to argue this question on what they are pleased to term a mercenary basis, nor am I insensible to the lofty considerations which may be urged in favor of a liberal educational policy.

But I do not at all sympathize with those who refuse to recognize the lower and more solid considerations that bear upon the case. Our nature is material, as well as spiritual. Man has a body, as well as a mind, and a body before a mind. Material considerations are more imperious than intellectual or æsthetic, and material interests must be first cared for.

There has been a great deal of poetic and philosophic and theological sentimentality expended in decrying bodily and material interests, but the good sense of mankind, though listening to it more or less respectfully, has condemned it by universal practice. It were better, I think, if much of this crude sentimentality were abated, and this vast frame of materiality, this bodily apparatus of being, and this physical condition, were more reverently recognized as the creation of God, and as embodying His divine purposes. I believe in the pure pleasures of the intellect, in the deep satisfaction of a liberal culture and large mental resources. But these things are at present for the classes who have leisure, and there are plenty of institutions which make this their great aim. The education which I advocate, to be promoted through the agency of a normal school, is for all the people, and is of that practical nature that, while it strengthens and enlarges the mind, it makes a person daily and hourly more efficient and valuable in the working relations of life.

I know it is common to point to illiterate persons who have prospered in business, and educated ones who have failed, and the examples are abundant. But these very examples are the supreme proof of my position. I have assumed from the beginning that we have had a wrong system of education for the common people, — a system that has miseducated them and in great multitudes of cases actually disqualified them for the daily business responsibilities of life. On the other hand, there are numbers who have never had this education, and numbers who have forgotten it, who, nevertheless, meet with eminent success in the world. But if we analyze these cases of alleged pecuniary success of ignorance, two or three things will be found. First, that such persons have educated themselves in the sharp school of actual experience, though knowing nothing of books and schools and



literature, they have yet mastered their business; and secondly, it will be discovered that these men almost universally deplore their limited opportunities and regret that they could not have made themselves more largely intelligent upon the subjects in which they are interested.

There is a great deal of the best sort of education that is without a diploma — that has never got itself ticketed. The outside influences, the stimulating contracts, newspapers, lectures and politics, travel, the intermingling of classes, and the competitive pressures and frictions of business, are educatory influences of great power, and it cannot fail that great numbers should be greatly influenced by them. Indeed, the marked illustrations of this principle, the men who have risen to eminence with no institutional aid, are already very numerous and are rapidly increasing.

Education, then, of the right kind, is favorable to worldly prosperity and promotive of success in life. There is no situation in which a human being can be placed, in which intelligence is not preferable to ignorance and stupidity. Men are valuable just in proportion as they can think. It is not the most dense and elastic muscle that creates the most wealth; it is not muscle training that is needed, but brain training. The man who is only a good animal and has only powerful limbs, is the competitor of the horse, and the steam engine, and a new machine may at any time throw him out of business. But if he can think and take control of the machine, his services at once take a higher value. Labor saving machines — boundless creations of wealth, are coming into constantly increasing use, but they are hindered from coming as fast as they otherwise would, they are prevented from doing their utmost service and often rejected when valuable, owing to the lack of intelligence and incapacity of the people to manage them. Implements, labor-saving and life-saving, are refused admission into the kitchen and household in consequence of women's ignorance of the rudiments of mechanics, and the same thing, though perhaps to a less extent, takes place upon the farm. Our age has been called a mechanical age; it is so; but it is more than that, it is becoming scientific. As our arts grow into practical and applied sciences, rules are changed to principles, and to control an operation we must understand those principles. Daily and hourly and almost constantly, a knowledge of the principles involved in the thing in hand confers power, saves strength, opens economic short-cuts, and multiplies productive efficiency. A man that understands the system of animals can feed them with more profit and economy than he who does not. A knowledge of the character of soils confers power upon the cultivator of soils to work them with more skill and permanent benefit.

In fact, such is the advance now made in the knowledge of the industrial arts — such is the higher state of intelligence upon these subjects, that for ordinary purposes a higher standard of knowledge is required. As new methods force themselves into use, and the more intelligent adopt them, the standard is elevated for all. Not to speak of the multitudes of new vocations that are continually arising, as those of engineers, telegraph operators, photographers, etc., each of which demands a peculiar kind of knowledge, all the industrial occupations are undergoing improvements which demand



more and more intelligence in their operators. When the industrial products of all nations were brought together in 1851, and exhibited in the London Crystal Palace, the inevitable effect was at once to establish comparison between the different constructions, and show the point of advancement to which each nation had attained. The world then saw that England was behind France in the taste and perfection of her artistic products. It was then easy to see that England must overtake France or lose the world's markets. But how could this be done? The imperfection of her products simply showed that England was behind in knowledge and the simple and only remedy was educational, that is, to procure intelligence.

Consequently there was at once established throughout Great Britain a large number of industrial and polytechnic schools for the express purpose of educating her artisans in those particulars where the English were deficient.

After eleven years of experience and preparation, the representatives of industry were again assembled at the international exhibition of 1862. The fruit of English sagacity and enterprise was then apparent. She had made an immense stride forward, and in many departments had equalled, while in others she had actually surpassed her continental neighbors.

This is only a single one of which the whole course of civilization, rightly viewed, might be taken as an illustration. Energy of character, directed by intelligence, has ever been, as it is now, the secret, alike of individual and national prosperity. New England stands this day the world's noblest example in these respects. Her common schools and her pecuniary prosperity stand in the relation of cause and effect, and that she appreciates this fundamental fact is shown in her prompt and vigilant measures to improve and perfect them.

If we take agriculture, the great business of our state, the foundation and the fountain of our wealth, no observing man can for a moment deny that its various operations are undergoing progressive changes, which demand more and more thought on the part of farmers. Of course, while the soil is new and rich, it will respond abundantly to any culture, and the careless, slovenly, routine farmer will do well, and if he has energy and steadiness can make money. But no soil is so fertile that time and brainless management will not impoverish and exhaust it. The history of the agriculture of this continent is a mighty confirmation of the principle I have now stated. It has been for two hundred years a steady course of exhaustion and impoverishment, until vast tracts of country, originally the most productive in the world, have come to be abandoned as hardly worth the taxes. Even within recent years — within the memory of most of us, there has been a steady decline in the productiveness of the choicest lands of the country. The census shows that within a generation or two, the rich tracts of western New York and northern Ohio have fallen sixty per cent in their wheat bearing fertility. I know it is hard to arrest this tendency. The enterprise of our people — the uncontrollable passion for immediate results, the weakness of their local attachments, and the consequent readiness with which they migrate from less fertile to more fertile regions, make it difficult to arrest this powerful and injurious tendency.

But a state that has statesmen to guide its destinies, is bound to protect itself by all possible expedients against the calamitous consequences of this suicidal policy. Individuals do not care; they can leave the state at any time, and are ready to do so the moment they can better their circumstances. But the state should have a regard for its own life interests, and, looking forward to the future, in the light of these tendencies, should shape its present policy so as to avoid future evil. Now there is but one possible way to do this, and that is by increasing the intelligence of the rising generation of farmers, and deepening their intellectual interests in their business. This will have the double effect of immediately augmenting the wealth of the community, and, to the same degree, of protecting the state from that decline which a blind and thoughtless system of culture will produce.

It is superfluous at this day to argue the advantage of intelligence to a farmer. In every department of his business it increases his power, and, consequently, his wealth. A knowledge of soils and fertilizers, of the breeding and management of stock, of fruit-growing and the care of trees, of the economy and the diseases of plants and the insects that injure them, of the principles of taste which should govern the arrangement of his premises, and the principles of order that should control the management of his business, confers upon the farmer the ability to increase the value of his productions and property; and a state policy which provides for such intellectual improvement is most directly calculated to increase the general wealth. The validity of these statements is everywhere admitted and is being very generally acted upon. Agricultural schools and colleges have sprung up in great numbers within the past twenty years, both in Europe and in this country. It is everywhere recognized that the better education of the agricultural classes is both an advantage and a necessity.

The tide of human knowledge that has been slowly rising for the last three hundred years, and which has invaded field after field of human activity, has only recently reached that of agriculture, and, hence, the suddenness and urgency of the demand for a specific intellectual culture in this direction. But while I am glad to see agricultural institutions established, and wish them all prosperity, I am, nevertheless, clearly of the opinion that they are not the best institutions for accomplishing their purpose. So far as state assistance is concerned, they are liable to the same objection that colleges for the exclusive benefit of engineers, horse-doctors, or any other classes of the community. But while the state cannot be too careful how it legislates for the interests of classes, on the other hand, it cannot be too liberal in its aid to all classes through the common school. And as the agricultural class is by far the most numerous and important, prominent attention should be given to its educational interests in common schools. If it be objected that our common schools have no time for this, that the acquisition of the common branches occupies all the time, I reply, it is for this very reason that we require a normal school for the better training of teachers, in order that time can be gained for the accomplishment of more work. I have before stated that from the ignorance of teachers, there is at present in our common schools an incalculable waste of time and power.

A better method will not only afford us better instruction and a better discipline, but a more rapid acquisition and the mastery of a larger range of studies. For example, in the common method of teaching arithmetic we have many rules and problems with but very partial reference to the daily practical necessities of the pupils in after-life. Hard sums are plentifully distributed for purposes of perplexity, and the boys drive away at them winter after winter to very little valuable purpose.

Now, an intelligent, well-trained teacher will not only make the rudiments of numbers a much more pleasant and rapid acquisition to children by means of concrete objects, but he will reduce numbers to immediate practice, applying thereto other subjects of study. Primary book-keeping would be an application. It is easily learned, is a carrying out of arithmetic, and when once made familiar to the mind, becomes of the highest value through life for all. Who can estimate the advantage, the positive money advantage that would accrue to the farmers of this state, if they had been taught the elements of book-keeping in the common schools.

Not only in their business relations would the benefit appear, avoiding neighborhood quarrels and the cost of litigation, but, if properly applied, to the internal economy of the farmstead, the improvement of habits that would result would be beyond calculation.

I invite attention now to a final reason which bears upon the case. We require a normal school, liberally endowed and well organized — an institution whose aim shall be to improve and perfect the common school system, because the character of our state is involved. If we neglect our common school system or fail to do our best to elevate it, we shall not only ourselves directly and immediately suffer, but our state will lose position among our sister states, and with a reputation for backwardness or carelessness concerning popular education, we lose a powerful element of attraction to bring strangers in our midst. For, say what you will, we live in an age of ideas, when men and states are measured by their thoughts and by their interest in thought. We are not attracted to ignorance in a man, we are repelled from it; and so ignorance in a state, or a lack of appreciation of the value of general education as expressed in public institutions, stamps the reputation of the state and becomes a large factor — a rapidly increasing factor in her position and relation to the age. The units of society in this country are characterized by more nobility than in any other nation or at any other period of the world.

The equilibrium of individual positions is more unstable — slighter causes remove men from place to place than anywhere else. Our states are new — lands are fertile and cheap, and the western states draw men with a mighty power, not only from the East but also from the Eastern Continent. Our policy is to encourage emigration — to hold out all possible inducement to men to come and cast their lot with us.

Now it may be granted that there is a certain class of people, who, in choosing a home, are moved by the very lowest considerations. These are men so ignorant that they cannot appreciate the value or importance of education, and to such it is of small account what provision the state may



make in this matter. But recollect, that this class of men, although, of course, valuable, is the least valuable of all who come to us. We want well-informed, enterprising men, with intelligent families and accumulated capital. The East is full of this class, and there is an extensive disposition amongst them to come west. But they are held back by apprehensions concerning western society, and the facilities for education constitute an all-determining fact in the matter. Unless gentlemen will stop to reflect, they will hardly become aware of the import of this circumstance. We all understand how it is that in the East seats of learning become seats of wealth. Gentlemen of leisure and wealth gather there to educate their families, and enjoy intelligent, refined society. In the East, families are constantly moving, and their movements are largely determined by this circumstance.

I knew a gentleman, worth nearly half a million, change from one village to another, selling out his property, because in one they had a first rate system of public schools and in the other the whole subject was neglected. Nor is this all. Instances are numerous in which gentlemen make their fortunes in the west, and then return eastward with their families to enjoy the blessings of education. I tell you, sir, that you cannot overestimate the power of this influence. It weighed upon my own mind in coming west, and it was the fact of the munificent appropriation of lands to this state for a common school fund, and the future pre-eminence of the state which I thought I discovered in that fact that weighed strongly in determining my course. Minnesota is favored in every other respect; the question now is, shall her educational advantages be made to equal her other points of attraction, or shall she win an unenviable notoriety, neglect her high opportunities, and fall into the rear camp of state progress and be pointed at as unworthy of her position and opportunities?

This state must have a normal school; in time she must have several. The thing is entirely indispensable. The necessity of the institution as a complement of the common school system — as the only mode of rendering it highly efficient and valuable, is everywhere acknowledged, and the institutions are everywhere springing up. They, of course, at first fulfill their end but partially. They are themselves imperfect. But by their very nature and structure they are capable of improvement, and will keep pace with the progress of knowledge.

I have a state pride in this matter. I shall be ashamed to live in a state which has so little appreciation of its own highest interest as to consent to rank second rate in this respect. Nor should there be any delay in entering upon and carrying out these important measures of improvement. The first step is always the most difficult, and the sooner it is taken, the better. There is not a year to be lost, as well for the sake of our reputation abroad as for our advantage at home.



## COMMENCEMENT ADDRESSES

Class addresses did not become a regular feature of the commencement exercises until in the later nineties; tho in 1882, 1887 and 1888 Hon. D. L. Kiehle delivered class addresses, as did Rev. Levi Gilbert, D. D., in 1890. From 1898 to date the facts are here given:

- 1898 March. William L. Tomlins, "Music: Its Nature and Its Influences."  
 1899 March. Dr. Irwin Shepard.  
 1899 June. Prof. J. C. Freeman — "Does It Pay?"  
                   University of Wisconsin.  
 1900 Rev. Henry M. Simmons — "The Worth of a Man."  
 1901 Dr. Samuel G. Smith — "Social Problems."  
 1902 Prof. Frederick J. E. Woodbridge — "Liberal Education."  
 1903 Hon. Moses E. Clapp, U. S. Senator from Minnesota.  
 1904 Marion D. Shutter, D. D. — "The Lessons of American History."  
 1905 Miss Jane Addams — "Modern Education and Social Progress."  
 1906 Dean George F. James — "Lessons from the Japanese."  
 1907 Prof. John M. Coulter — "Elements of Power."  
                   University of Chicago.  
 1908 Prof. Herbert L. Willett — "Some Educational Ideals."  
                   University of Chicago.  
 1909 Prof. Albion Small — "The Social Century."  
                   University of Chicago.  
 1910 Prof. G. O. Virtue — "The Teacher in a Republic."  
                   University of Nebraska.

## PRUDENTIAL COMMITTEES AND RESIDENT DIRECTORS

- 1859-1862 Dr. J. D. Ford, William S. Drew, David Burt, S. J. Smith,  
                   Treas.  
 1862-1864 School closed.  
 1864-1866 J. D. Ford, William S. Drew, E. S. Youmans, M. G. Norton,  
                   Treas.  
 1867 J. D. Ford, William S. Drew, E. S. Youmans, A. P. Foster,  
                   William F. Phelps, Sec., M. G. Norton, Treas.  
 1868 Hon. Thomas Simpson, E. S. Youmans, A. P. Foster, Wil-  
                   liam F. Phelps, Sec., L. C. Porter, Treas.  
 1869-1870 Hon. T. Simpson, A. P. Foster, Hon. E. S. Youmans, Sec.,  
                   L. C. Porter, Treas.  
 1871 Hon. T. Simpson, Hon. E. S. Youmans, Sec., A. P. Foster,  
                   L. C. Porter, Treas.  
 1872 Hon. T. Simpson, E. S. Youmans, John A. Matthews, L. C.  
                   Porter.

## Resident Directors

- |           |                  |           |                   |
|-----------|------------------|-----------|-------------------|
| 1873-1885 | Hon. T. Simpson  | 1904-1905 | Hon. W. P. Tearse |
| 1885-1887 | Hon. C. H. Berry | 1905-1908 | Hon. H. L. Buck   |
| 1888-1904 | Hon. C. A. Morey | 1909-     | Hon. S. H. Somsen |

## PRESIDENTS OF THE MINNESOTA STATE NORMAL BOARD

Name	Residence	Date	Years
Hon. William Holcombe.....	Stillwater.....	1858 — 1859.....	1
Dr. John D. Ford.....	Winona.....	1859 — 1867.....	8
Rev. H. J. Parker.....	Austin.....	1867 — 1868.....	1
Hon. Thomas Simpson.....	Winona.....	1868 — 1870	
		1876 — 1883.....	9
Rev. S. T. McMasters, D. D.....	St. Paul.....	1870 — 1873.....	3
George W. Gage, Esq.....	St. Paul.....	1873 — 1874.....	1
Gen. H. H. Sibley.....	St. Paul.....	1874 — 1876.....	2
Hon. H. B. Wilson.....	Red Wing.....	1883 — 1888.....	5
Hon. W. I. Pattee.....	Northfield.....	1888 — 1898.....	10
Hon. A. T. Ankeny.....	Minneapolis.....	1899 — 1902.....	3
Hon. Charles A. Morey.....	Winona.....	1902 — 1904.....	2
Hon. Alvah Eastman.....	St. Cloud.....	1905 — 1907.....	2
Hon. Ell Torrance.....	Minneapolis.....	1908 —	

The following named Superintendents of Public Instruction have served as Secretary of the Normal Board ex-officio:

Name	Date	Years
Hon. Edward D. Neill.....	1860 — 1861.....	1
Hon. B. F. Crary.....	1861 — 1862.....	1
Hon. David Blakley.....	1862 — 1866.....	4
H. C. Rogers.....	1866 — 1867.....	1
Hon. M. H. Dunnell.....	1867 — 1870.....	3
Hon. H. B. Wilson.....	1870 — 1875.....	5
Hon. David Burt.....	1875 — 1881.....	6
Hon. D. L. Kiehle.....	1881 — 1893.....	12
Hon. W. W. Pendergast.....	1893 — 1899.....	6
Hon. J. H. Lewis.....	1899 — 1901.....	2
Hon. John W. Olson.....	1901 — 1909.....	8
Hon. C. G. Schulz.....	1909 —	

## DIRECTORS OF THE MINNESOTA STATE NORMAL BOARD

Name	Residence	Date	Years
Dr. J. D. Ford.....	Winona.....	1859 — 1867.....	8
Dr. A. E. Ames.....		1859 — 1864.....	5
Dr. E. Bray.....	Carver.....	1859 — 1861.....	2
Rev. Geo. C. Tanner.....	Faribault.....	1859 — 1864.....	5
Lieut. Gov. Wm. Holcombe...	Stillwater.....	1859 — 1862.....	3
Jas. W. Taylor.....	St. Paul.....	1860 — 1861.....	1
Edward D. Neill.....	St. Paul, ex. off.....	1860 — 1864.....	4
David Blakeley.....	St. Paul, ex. off.....	1864 — 1866.....	2
D. H. Frost.....		1864 — 1867.....	3
C. S. Bryant.....	St. Peter.....	1864 — 1865.....	1
Rev. H. J. Parker.....	Austin.....	1864 — 1872.....	8

Name	Residence	Date	Years
Joseph Haskell.....	Afton.....	1864 — 1868.....	4
H. C. Rogers.....	St. Paul, ex. off.....	1866 — 1867.....	1
George W. Prescott.....	St. Paul.....	1866 — 1868.....	2
N. F. Barnes.....	St. Cloud.....	1866 — 1868.....	2
William S. Drew.....	Winona.....	1867 — 1868.....	1
M. H. Dunnell.....	St. Paul, ex. off.....	1867 — 1870.....	3
Thomas Simpson.....	Winona.....	1868 — 1885.....	17
Daniel Buck.....	Mankato.....	1866 — 1873.....	5
Rev. S. T. McMasters.....	St. Paul.....	1868 — 1874.....	6
Rev. Jabez Brooks.....	Red Wing.....	1868 — 1871.....	3
Gen. C. C. Andrews.....	St. Cloud.....	1868 — 1869.....	1
H. F. Blodgett.....	Anoka.....	1868 — 1871.....	3
H. B. Willson.....	St. Paul, ex. off.....	1872 — 1875.....	3
E. D. Porter.....	Mankato.....	1869 — 1871.....	2
Dr. William W. Sweeney.....	Red Wing.....	1871 — 1874.....	3
E. O. Hamlin.....	St. Cloud.....	1870 — 1872.....	2
Samuel R. Thayer.....	Minneapolis.....	1870 — 1872.....	2
James Brown.....	Mankato.....	1871 — 1872.....	1
Samuel Batchelder.....	Albert Lea.....	1872 — 1873.....	1
Dr. M. C. Tolman.....	St. Cloud.....	1872 — 1873.....	1
George M. Gage.....	St. Paul.....	1873 — 1874.....	1
D. L. Kiehle.....	Preston.....	1873 — 1881.....	8
George W. Austin.....	Mankato.....	1873 — 1874.....	1
Sanford Niles.....	Rochester.....	1873 — 1884.....	11
J. G. Smith.....	St. Cloud.....	1873 — 1875.....	2
Gen. H. H. Sibley.....	St. Paul.....	1874 — 1875.....	1
Rev. G. W. T. Wright.....	Mankato.....	1874 — 1882.....	8
Rev. David Burt.....	St. Paul, ex. off.....	1875 — 1881.....	6
S. C. Gale.....	Minneapolis.....	1876 — 1883.....	7
O. O. Pitcher.....	Mankato.....	1878 — 1881.....	3
Wm. B. Mitchell.....	St. Cloud.....	1878 — 1902.....	24
J. H. Ray.....	Mankato.....	1881 — 1884.....	3
H. B. Wilson.....	Red Wing.....	1883 — 1890.....	7
D. L. Kiehle.....	St. Paul, ex. off.....	1881 — 1893.....	12
J. C. Whitney.....	Minneapolis.....	1884 — 1886.....	2
George T. Barr.....	Mankato.....	1884 — 1885.....	1
Charles H. Berry.....	Winona.....	1885 — 1888.....	3
Thomas C. Krutz.....	Moorhead.....	1885 — 1893.....	8
W. S. Pattee.....	Northfield.....	1887 — 1898.....	11
George H. Clark.....	Mankato.....	1885 — 1905.....	20
Charles A. Morey.....	Winona.....	1888 — 1904.....	16
Allan J. Greer.....	Lake City.....	1888 — 1893.....	5
William E. Lee.....	Long Prairie.....	1888 — 1895.....	7
John Cromb.....	Crookston.....	1891 — 1895.....	4
G. N. Lamphere.....	Moorhead.....	1893 — 1895.....	2
A. E. Engstrom.....	Cannon Falls.....	1893 — 1897.....	4

Name	Residence	Date	Years
W. W. Pendergast.....	St. Paul, ex. off.....	1893 — 1899.....	6
S. G. Comstock.....	Moorhead.....	1895 — 1900	
		1903 — 1907.....	9
Andrew Grindeland.....	Warren.....	1895 — 1900.....	5
G. B. Ward.....	Alexandria.....	1895 — 1900.....	5
W. F. Phelps.....	Duluth.....	1897 — 1903.....	6
J. H. Lewis.....	St. Paul, ex. off.....	1899 — 1901.....	2
*C. A. Nye.....	Moorhead.....	1900 — 1903	
		1907 —	
J. C. Norby.....	Ada.....	1900 — 1903.....	3
A. T. Ankeny.....	Minneapolis.....	1900 — 1903.....	3
W. S. Hammond.....	St. James.....	1900 — 1907.....	7
John W. Olsen.....	St. Paul, ex. off.....	1901 — 1909.....	8
Alvah Eastman.....	St. Cloud.....	1902 — 1908.....	6
*Ell Torrance.....	Minneapolis.....	1903 —	
*J. L. Washburn.....	Duluth.....	1903 —	
Howard Dykman.....	Breckenridge.....	1903 — 1906.....	3
W. P. Tearse.....	Winona.....	1904 — 1905.....	1
*John C. Wise.....	Mankato.....	1905 —	
H. L. Buck.....	Winona.....	1905 — 1909.....	4
*H. E. Hoard.....	Montevideo.....	1906 —	
M. C. Tift.....	Long Prairie.....	1907 — 1908.....	1
Carl Ekman.....	St. Paul.....	1908 — 1909.....	1
*Karl Mathie.....	St. Cloud.....	1908 —	
*C. G. Schulz.....	St. Paul, ex. off.....	1909 —	
*S. H. Somsen.....	Winona.....	1909 —	
*W. E. C. Ross.....	Blue Earth.....	1909 —	
* Still serving April, 1910.			

#### LIST OF ARTICLES LOANED OR DONATED TO THE NORMAL HOME

Mrs. Windom:	Mrs. W. H. Laird:
1 Bureau	5 Pictures
2 Towel Racks	1 Comforter
1 Wash-stand	1 Bracket
2 Dust Pans	Carpet
2 Slop Pails	
1 Clock.	Mrs. I. B. Cummings:
1 Dipper	2 Sets of Chamber furniture,
2 Kettles	consisting of a bedstead,
12 Jars	bureau with looking-glass,
3 Fruit Cans	wash-stand, 2 chairs and
1 Looking Glass (small)	a towel rack, each.
3 Pictures (small)	
1 Rocker	
16 Chairs	
1 Bedstead	
1 Table	
2 Wooden Pails	Mrs. Kelly:
2 Brackets	1 Rocker
Some matting	1 Carpet
3 pieces of Crockery	



- |                          |                         |
|--------------------------|-------------------------|
| Mrs. Landon:             | Mr. Blake:              |
| 1 Wash-stand             | 1 Wardrobe              |
| 1 Rocker                 | Mrs. Hollingsworth:     |
| 1 Book-rack              | 1 Bedstead              |
| Bracket and Motto        | Mrs. C. H. Horton:      |
| 1 Table                  | 1 Mattress              |
| Mrs. Thomas Simpson:     | 3 Comforters            |
| 3 Pillows                | 4 Pillow Shams          |
| 2 pictures               | Mrs. Langley:           |
| 1 Sofa                   | 1 Comforter             |
| Mrs. L. R. Brookes:      | Mrs. Sloan:             |
| 2 Comforters             | 1 Rag-carpet            |
| Mrs. S. W. Morgan:       | Miss Medick:            |
| 1 dozen Knives and Forks | 2 strips of Rag Carpet  |
| Mrs. Prentiss:           | Mrs. M. F. Englis:      |
| 1 Stove (small)          | 3 stands                |
| 1 Lamp                   | 2 Rockers               |
| Mrs. P. H. Hubbel:       | 2 Lamps                 |
| 1 Stove                  | 2 Pillows               |
| Normal School:           | 3 Comforters            |
| 1 Table                  | 3 Quilts                |
| 1 Umbrella Stand         | 1 Block                 |
| Mrs. Fockens:            | 1 Wash Bowl and Pitcher |
| 2 Pillows                | 9 Sheets                |
| 1 Bolster                | 6 pair Pillow Cases     |
| 1 Mirror                 | 2 dozen Napkins         |
| 1 Marble-top Table       | 6 Towels                |
| 1 Washbowl and Pitcher   | 2 Brackets              |
| 2 Pieces of Crockery     | Mrs. J. L. Norton:      |
| Mrs. J. M. Bell:         | 1 Wash-bowl and Pitcher |
| 1 Coal Stove             | 1 Chopping Tray         |
| 1 Zinc                   | 1 Bedstead and Spring   |
| 3 lengths of Pipe        | 1 Mattress              |
| 1 Elbow                  | 1 Feather-bed           |
| 1 Bedstead               | 1 Bedtick               |
| 1 Mattress               |                         |

**"QUESTIONS PROPOUNDED AT THE FIRST EXAMINATION OF APPLICANTS FOR ADMISSION TO THE NORMAL SCHOOL."**

**GEOGRAPHY**

1. Why are our states called the **United States**, and how many are there?
2. Bound Minnesota; give the sources of its principal rivers, and tell where they empty.
3. What are the principal branches of the Mississippi?
4. Name several of the largest cities of the West, and tell where they are situated.

5. Describe the principal ranges of mountains in North America.
6. In sailing from the head of Lake Superior to Buffalo, through what lakes could you pass, and what cities could you visit?
7. Mention the political divisions of South America.
8. In what parts of Africa are the rivers Nile and Niger?
9. Describe the location, government, and general state of society in Japan.
10. Mention the empires and kingdoms of Europe.
11. What is the greatest number of degrees in latitude that any place can have; where is the point on the earth's surface, and why cannot the number of degrees exceed this?
12. Define longitude; state the largest number of degrees that any place can have, and show why no place can have more.

#### ARITHMETIC

1. Name and define the fundamental operations in arithmetic.
2. How does it appear that multiplication is a short method of performing addition?
3. Will you point out the similarity between division and subtraction?
4. What is the difference between long and short division?
5. Will you explain the process in subtraction called "borrowing ten and carrying one?"
6. By finding the difference between three pecks and three bushels, will you define reduction and give the rule?
7. What is the difference between a common and a decimal fraction?
8. In how many ways may common fractions be increased or diminished in value? Explain the process in each.
9. Why does it not alter the value of two or more fractions — say  $\frac{2}{3}$  and  $\frac{3}{4}$  — to reduce them to a common denominator?
10. Explain the difference between the addition of simple and compound numbers; give the rule in each operation.
11. What is interest, and how is it computed on any given sum for any given time — say one year and six months?
12. What is the difference between ratio and proportion? Give an example in each.

#### GRAMMAR

1. Define grammar and explain the uses of English grammar.
2. Name the parts into which it is usually divided, and define each part.
3. Name the parts of speech, and give a definition for each one.
4. Name and define the properties of the noun.
5. Describe the methods of forming the plural number of nouns.
6. Name and define the cases of the noun; mode of forming the possessive; and give examples of each case.
7. Name the classes of verbs and define each class.
8. What are the properties of the verb? Define them.
9. Parse the verbs in the following sentences:  
     "John and Mary will go to school if there is any."  
     "Strive to enter in at the straight gate."

10. Describe the various classes of pronouns, and explain their several uses.
11. What is the difference between an adjective and an adverb?
12. Parse the entire sentence —

“All who attend the Normal School are expected to be able to parse a common English sentence.”

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### MEMBERS OF FIRST TEACHERS' INSTITUTE

The following persons enrolled their names as members of the first Teachers' Institute of Minnesota, held in connection with the opening of the Winona Normal School: Mrs. M. L. Browne, Rochester; Elizabeth Rice, Samuel Moss, Fannie A. Moss, G. W. Knox, Calista Balcombe, Nancy E. Cosgrove, Augusta B. Moss, Rev. P. C. Story, St. Charles; M. C. Story, St. Charles; Silas Newcomb, Faribault; Hubert P. Hubbell, G. B. Whipple, G. C. Tanner, Rollin C. Olin, Northfield; John F. Chase, Deerin, N. H.; Robert Watson, Looneyville; Nellie M. Temple, Eliza Knox, L. B. Welch, Jerome B. Ireland, Levi E. Pond, Stella M. Shepard, Anna M. White, Greenville; W. P. Barker, Ann B. Sargeant, Rose Winters, James H. Jacoby, Mrs. J. H. Jacoby, Clara Atwater, Harriet N. Tucker, George Baldwin, H. A. Stevens, Helen M. Keeler, J. C. Brewer, St. Charles; Soffie D. Balcombe, Edmond Ely, G. F. Hubbard, H. Ranney, J. R. Conde, Dr. M. V. Stuart, Sarah C. Temple, Mary E. Temple, C. McVane, Red Wing; D. C. Lyon, Louisa Worthington, George F. Freeman, Mary E. Winters, Isabel I. Waldo, Sallie E. Hollinshead.

## CHRONOLOGICAL LIST OF LEGISLATION CONCERNING THE NORMAL SCHOOL SYSTEM OF MINNESOTA OR THE WINONA NORMAL SCHOOL<sup>1</sup>

### 1. ACT OF AUGUST 2, 1858.

An Act to provide for the Establishment of the State Normal Schools.

For this act see pages 17-19.

Gen. Laws of Minn., 1858, Ch. LXXIX, p. 261.

### 2. ACT OF MARCH 10, 1860.

An Act to amend an act entitled "An Act to provide for the Establishment of State Normal Schools," approved August 2, 1858.

Sec. 1. For the purpose of aid in erecting the State Normal School building, the Board of Directors, or a majority of them, are hereby empowered to dispose of, sell, and convey all property donated to the State, for the establishment of a State Normal School at Winona, except so much as may be necessary for the use of said school, and the President of the Normal Board of Directors, is hereby empowered to convey and make title to all property necessary to be sold.

Directors may sell  
property donated  
to State.

Gen. Laws of Minn., 1860, Ch. XXX, pp. 185-86.

### 3. ACT OF FEBRUARY 29, 1860.

An Act to suspend an act entitled "An Act for the Establishment of State Normal Schools."

Sec. 1. That the act to provide for the establishment of State Normal Schools passed August second, eighteen hundred and fifty-eight, be and the same and every part thereof, is hereby suspended for the term of five years from the passage of this Act, and no proceedings or acts shall be had or done under or by virtue of the same, and the same shall be of no validity whatever for and during said five years; Provided, That nothing in this Act contained shall be construed as applying or in any manner affecting the State Normal School at Winona already established at Winona.

Suspension of Act  
for five years.

Gen. Laws of Minn., 1860, Ch. LXXXI, p. 268.

### 4. ACT OF FEBRUARY 19, 1864.

An Act to appropriate money for defraying the expenses of the Normal School at Winona.

Sec. 1. That the sum of three thousand dollars for the year one thousand eight hundred and sixty-four, four thousand dollars for the year one thousand eight hundred and sixty-five, and five thousand dollars annually thereafter, be and the same is hereby appropriated out of any money in the treasury not otherwise appropriated, for defraying the expenses of the Normal School at Winona, the same to be paid on warrants drawn by the President, and countersigned by the treasurer of the Normal School Board, and that on presentation of such warrants to the State Auditor it shall be his duty to draw warrants on the State Treasurer for a like amount, such money to be expended under direction of the Normal School Board, as provided by law.

Appropriation for de-  
fraying the expenses of  
Normal School — what  
amount annually — to  
be expended under  
direction of Board.

Gen. Laws of Minn., 1864, Ch. LXXV, p. 145.

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1. This list is not completely exhaustive.



**5. ACT OF MARCH 3, 1865.**

An Act to continue in force Chapter eighty-one of the Session Laws of eighteen hundred and sixty, being an Act entitled "An Act to suspend an Act entitled 'An Act for the establishment of State Normal Schools.' "

**Extension of time for the establishment of Normal Schools.** Section 1. That the provisions of chapter eighty-one of the session laws of eighteen hundred and sixty, being an act entitled "An act to suspend an act entitled 'An Act for the establishment of State Normal Schools.' " be and the same are hereby continued in force for the further term of five years from the passage of this act.

Gen. Laws of Minn., 1865, Ch. XII, pp. 36-37.

**6. ACT OF FEBRUARY 6, 1866.**

An Act to appropriate money for the erection of a building for the State Normal School at Winona.

**Appropriates money for State Normal School.** Sec. 1. That the sum of ten thousand dollars be, and the same is hereby, appropriated out of any money in the treasury not otherwise appropriated, to be expended in the erection of a building for the State Normal School at Winona; the same to be paid on warrants drawn by the President and countersigned by the Treasurer of the State Normal School Board; and that on the presentation of such warrants to the State Auditor, it shall be his duty to draw warrants on the State Treasurer for a like amount; such money to be expended under the direction of the Normal School Board, as provided by law.

Gen. Laws of Minn., 1866, Ch. II, p. 3.

**7. ACT OF MARCH 7, 1867.**

An Act to appropriate money for the erection of a building for the State Normal School at Winona.

**Appropriation.** Sec. 1. That the sum of fifty thousand dollars be and the same is hereby appropriated out of any money in the treasury not otherwise appropriated, to be expended in the erection of a building for the State Normal School at Winona, the same to be paid on warrants drawn by the President and countersigned by the Treasurer of the State Normal School Board, and that on the presentation of such warrants to the State Auditor, it shall be his duty to draw warrants on the State Treasurer for like amount, such money to be expended under the direction of the Normal School Board as provided by law: PROVIDED, That no more than one-half of said sum shall be paid out of the treasury until after the first day of April, A. D. 1868.

**Limitation of expenditure.** Sec. 2. It shall be unlawful for the State Normal Board, and the same shall have no authority to erect or contract for the erection of any buildings for said normal school which when completed ready for use shall have cost the state a greater sum than the amount hereby appropriated therefor, exclusive of appropriations heretofore made for the same purpose.

Gen. Laws of Minn., 1867, Ch. V. p. 5.

**8. ACT OF MARCH 9, 1867.**

An Act to amend section eight of chapter thirty-seven of the General Statutes, relating to State Normal Schools.

**Directors to be sworn.** Section 1. That section eight of chapter thirty-seven of the general statutes be amended so as to read as follows:

Section 8. Each director of the normal board, before entering upon the duties of his office, shall take and subscribe an oath to support the constitution of the United States, and of the state of Minnesota, and faithfully to execute the trust and discharge the duties of his office.

They shall hold their offices for four years, except as otherwise provided. The normal board shall elect one of their number president, who shall continue in office two years, and until his successor is chosen, and they shall appoint some suitable person as treasurer, who shall hold office for one year, but may be removed at any time at the pleasure of the board. The treasurer, before entering upon the duties of his office, shall give a bond to the state of Minnesota, in the penal sum of fifty thousand dollars, faithfully to execute and discharge the duties of his office.

Gen. Laws of Minn., 1867, Ch. VI, p. 6.

#### 9. ACT OF FEBRUARY 1, 1868.

An Act to regulate the number of Directors of the State Normal Board of Instruction.

Section 1. The State Normal Board of Instruction shall consist of seven directors, one from each judicial district, and the state superintendent of public instruction, who is ex-officio a member thereof, and is secretary of said board.

Sec. 2. The said directors shall be elected as provided by law in sections seven, chapter thirty-seven, of the general statutes.

Sec. 3. All acts and parts of acts inconsistent with this act are hereby repealed.

Gen. Laws of Minn., 1868, Ch. II, p. 7.

#### 10. ACT OF MARCH 4, 1868.

An Act to amend Chapter Six, of the General Laws of One Thousand Eight Hundred and Sixty-Seven, "An Act to amend Section Eight, of Chapter Thirty-Seven, of the General Statutes, relating to State Normal Schools."

Section 1. That section one, of chapter six, of the general laws of one thousand eight hundred and sixty-seven, be amended by adding to said section the following: And said board shall appoint some suitable person treasurer for each normal school hereafter organized, who shall be the custodian of all funds donated, appropriated, or belonging to said school, subject, however, to the control of the board. He shall hold his office for one year, unless sooner removed by the board; and before entering upon the duties of his office, he shall execute a penal bond to the state of Minnesota, for the faithful performance of the duties of his office, the amount of which bond shall not be less than twenty thousand dollars; and said treasurer shall execute a new or additional bond when required by the board, in such sum as said board shall deem necessary.

Gen. Laws of Minn., 1868, Ch. III, p. 8.

#### 11. ACT OF MARCH 5, 1869.

An Act to appropriate money for completing and furnishing a building for the State Normal School at Winona.

Section 1. That the sum of thirty-four thousand dollars, or so much thereof as may be necessary, be and the same is hereby appropriated out of any money in the treasury not otherwise appropriated, to be expended in completing and furnishing a building for the state normal school at Winona, the same to be paid on warrants drawn by the president and countersigned by the treasurer of the state normal board, and that on the presentation of such warrants to the state auditor, it shall be his duty to draw warrants on the state treasurer for a like amount, such money to be expended under the direction

of the normal school board as provided by law. Provided, That no more than one-half of said sum shall be paid out of the treasury until after the first day of April, A. D. one thousand eight hundred and seventy.

Gen. Laws of Minn., 1869, Ch. VIII, p. 12.

## 12. ACT OF JANUARY 20, 1869.

An Act to authorize the President of the State Normal School Board to sell and convey the real estate donated to the State of Minnesota for the establishment of the Normal School at Winona.

**President empowered  
to sell real estate —  
for what purpose.**

Section 1. For the purpose of aiding in the erection of the state normal school building at Winona, the president of the state normal school board by and with the consent of said normal school board, is hereby empowered to dispose of, sell, and convey, all the real estate donated prior to the passage of this act, to the state of Minnesota for the establishment of the state normal school at Winona, except the block on which the normal school building is erected, and the said president of the state normal school board is hereby empowered to convey and make title to all of said property which may be sold.

Gen. Laws of Minn., 1869, Ch. IX, p. 13.

## 13. ACT OF MARCH 4, 1870.

An Act to appropriate money to Conrad Bohn for balance due him for labor and materials furnished in the Normal School building at Winona.

**Appropriation to pay  
balance due on first  
normal school contract.**

Section 1. That the sum of eight thousand eight hundred and seventy dollars be, and the same hereby is appropriated out of any money in the treasury not otherwise appropriated, for the purpose of paying Conrad Bohn, his representatives (or) assigns, for and on account of that balance owing and unpaid on the building constructed as reported by the state normal board in their report for the year ending November thirtieth, one thousand eight hundred and sixty nine.

**How drawn —  
how expended.**

Sec. 2. Said sum of money mentioned in the first section of this act shall be paid on warrants drawn by the president and countersigned by the secretary of the state normal board. Upon presentation of said warrants to the state auditor at any time on or after the first day of May, one thousand eight hundred and seventy, he shall draw his warrant or warrants on the state treasurer for the amounts named in the warrants of said president and secretary, not in all exceeding the said sum of eight thousand eight hundred and seventy dollars, and said money so drawn upon said warrants shall be expended under the direction of said state normal board, in payment of said demand in favor of said Bohn, on account of said buildings contract as before stated, and for no other purpose.

Gen. Laws of Minn., 1870, Ch. CXV, p. 197.

## 14. ACT OF MARCH 3, 1871.

An Act to appropriate money to pay indebtedness of First State Normal School.

**To pay indebtedness  
of First State Normal  
School — How appro-  
priation may be drawn.**

Section 1. There is hereby appropriated out of any money in the state treasury not otherwise appropriated, the sum of ten thousand seven hundred and fifty-four dollars and eighty-four cents, to be expended in paying balance due on account of building, furnishing, and running expenses of the first state normal school at Winona, the same to be paid on warrants drawn by the president of the normal school board, and countersigned by the secretary thereof. Upon the presentation of such warrants to the state auditor, he shall forthwith draw warrants on the state treasurer for the amount named in the warrants of the said president and secretary, not exceeding



in all the said sum of ten thousand seven hundred and fifty-four dollars and eighty-four cents, and the money drawn upon said warrants shall be expended under the direction of the state normal board in paying the indebtedness as aforesaid.

Gen. Laws of Minn., 1871, Ch. CVIII, p. 180.

#### 15. ACT OF MARCH 2, 1872.

An Act to amend section eleven (11) of chapter thirty-seven (37) of the general statutes, in relation to State Normal Schools.

**Amendment to section 11, chapter 37, General Statutes.** Section 11. Section eleven (11) of chapter thirty-seven (37), of the general statutes, in relation to state normal schools, is hereby amended so as to read as follows:

**No charge for tuition, upon engaging to become teachers.** SEC. 11. There shall be no charge for tuition to persons who may be admitted to the privileges of the state normal schools, and who shall engage to become teachers in the public schools of the state for such times and on such conditions as shall be prescribed by the normal school board. All students, after passing through the regular course of study prescribed for the normal schools, shall be entitled to receive an examination as to their qualifications to teach in the common schools of this state, by the principal of the normal school, and, if after such examination, the student so examined shall be deemed qualified to teach in said common schools, a diploma shall be given to said student, signed by the principal of the normal school and the president of the normal school board.

Gen. Laws of Minn., 1872, Ch. V, p. 50.

#### 16. ACT OF MARCH 7, 1873.

An Act for the regulation and government of the State Normal Schools.

**Normal Schools — how named.** Section 1. The normal schools heretofore established to educate and prepare teachers for the common schools of this state, shall hereafter be designated and known as the state normal school at Winona, the state normal school at Mankato, and the state normal school at St. Cloud, respectively.

**State Normal School Board.** Sec. 2. The governor of this state shall, on or before the first Friday in March, one thousand eight hundred and seventy-three, nominate and appoint by and with the advice and consent of the senate, six normal school directors, not more than one of whom shall be residents of the same county, who, together with the state superintendent of public instruction, shall constitute the state normal school board. Three of the directors so appointed shall hold their offices for two years, and the remaining three for four years from the first day of June, one thousand eight hundred and seventy-three. The terms of office of each director so appointed shall be designated by the governor on the last Tuesday in February, one thousand eight hundred and seventy-five, and biennially thereafter, the governor, by and with the advice and consent of the senate, shall appoint three directors to fill the vacancies occurring under the provisions of this act, and each of whom shall hold his office for four years from the first day of June next succeeding his appointment. The governor shall also, by and with the advice and consent of the senate, fill all vacancies that may arise, by reason of death, resignation, or otherwise; PROVIDED, FURTHER, That one member of said board, and no more, shall be appointed from each of the counties of Winona, Blue Earth and Stearns.

**Vacancies filled how.**

**Officers of the board.** Sec. 3. The officers of the state normal school board shall be a president and secretary. The members of the board, at their first session and biennially thereafter, shall elect by ballot, from their own number, a president. The state superintendent of public instruction shall be the secretary of the board.



- Official oath.** Sec. 4. Each member of the state normal school board, before entering upon the duties of his office, shall file with the secretary of state an oath to support the constitution of the United States, and of the state of Minnesota, and that he will well and faithfully discharge the duties of his office.
- Powers and duties of the board.** Sec. 5. The state normal school board shall have the general supervision, management and control of the state normal schools, and of all the property, real and personal, thereunto appertaining. They are hereby authorized and empowered to contract for the erection of all buildings connected with the schools under their charge, to appoint all professors and teachers in said schools, to fix the salaries of the same, to prescribe the courses of study, the conditions of admission, and generally to adopt all such rules and regulations as may be necessary to secure the highest efficiency of the schools. It shall be the duty of the board as a whole, or through committee of their own number, to visit and thoroughly to inspect the grounds, buildings, modes of instruction, and the discipline and management of each school at least once during each term. They shall report to the governor, on or before the first day of December in each year, through their president, the condition of each school, its receipts and disbursements, its wants and prospects, together with such recommendations for its improvement as they may deem proper and necessary.
- Must report what.** Sec. 6. The state normal school board shall have power to organize, in connection with each normal school, such model schools as they may deem expedient for the illustration of the best methods of teaching and government; PROVIDED, That no more than one teacher shall be employed in either of the model schools, except at the school at Winona, where the education of the soldiers' orphans is provided for, the board may employ one additional teacher at its discretion.
- Model Schools.** Sec. 7. There shall be no charge for tuition, the use of text books, or for incidental expenses to the students of any normal school, who shall have filed with the principal thereof a declaration of intention to engage in the work of teaching in the common schools of this state, for not less than two years after his or her connection with said school shall cease. The board may fix such rates of tuition for pupils in the model school as in their judgment may be equitable and just.
- Normal School tuition free to whom.** Sec. 8. The member of the board residing at the location of each normal school, respectively, shall receive and disburse, under the direction of the board, all moneys accruing in any manner to such school, and shall keep a full and accurate account of such receipts and disbursements, including the receipts from tuition in the model schools, and shall report the same to the board whenever they shall so direct. He shall give a bond, payable to the state of Minnesota, in such sum as the board shall direct, with one or more sureties, to be approved by them, for the faithful performance of the duties mentioned in this section.
- Rates fixed by board for whom.** Sec. 9. The members of the state normal school board, except the superintendent of public instruction, shall be reimbursed for the actual expenses incurred by them while engaged in duty for the normal schools, said expenses to be paid out of the current fund belonging to the several schools.
- Disbursing director for each school.** Sec. 10. All warrants upon the state auditor for defraying the expenses of the state normal schools shall be drawn by the president and countersigned by the secretary of the board.
- Must Give Bond**
- Expenses of board how paid.**
- Warrants how drawn.**

**Obligations of state unaffected by act.** Sec. 11. Nothing contained in this act shall be so construed as to impair or annul any right or obligation existing in behalf of, or against the state of Minnesota, in relation to the state normal schools at Winona, Mankato, or St. Cloud.

**Board must keep expenses within the appropriation.** Sec. 12. It is hereby made the duty of the state normal board to limit the number of teachers, and their compensation, and all other annual expenses thereof, to the amount appropriated by the legislature for that purpose, and all expenditures made by said board in excess of the sum so appropriated, and are hereby declared to be unlawful and void, and shall be deemed a malfeasance on the part of said board, for which the members thereof can be removed from office by the governor.

**Act takes effect.** Sec. 13. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

Gen. Laws of Minn., 1873, Ch. II, pp. 89, 90, 91, 92.

## 17. ACT OF MARCH 11, 1873.

An Act to appropriate money for the support of the State Normal Schools.

**Appropriation for normal school at Winona.** Section 1. There is hereby appropriated out of any money in the state treasury, not otherwise appropriated, the sum of seven thousand dollars for the year one thousand eight hundred and seventy-three, and additional to the sum now annually appropriated, for the support of the first state normal school at Winona, the same to be paid on warrants drawn by the president of the state normal school board and countersigned by the secretary thereof.

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**State Auditor's duty.** Sec. 4. Upon the presentation of such warrants to the state auditor, he shall forthwith draw warrants on the state treasurer for the amount named in the warrants of said president and secretary, not exceeding the said sums of seven thousand dollars for said first state normal school and the said sum of five thousand dollars for said second state normal school, and the said sum of one thousand dollars for said third state normal school for the year one thousand eight hundred and seventy-three, and the money drawn upon said warrants shall be expended under the direction of the state normal board of instruction, as provided by law, and for the support of said state normal schools.

Gen. Laws of Minn., 1873, Ch. CXXII, pp. 245-6.

## 18. ACT OF JANUARY 21, 1874.

An Act to authorize the appointment of President of the State Normal School Board in case of vacancy.

**Vacancy how filled.** Section 1. Whenever from any cause, a vacancy shall exist in the office of President of the state normal school board, and said board shall not be in session at a regular meeting thereof, the governor may appoint one of the normal school directors to be president of said board, who shall hold his office until the next regular meeting of said board, and until a president thereof shall be duly elected and shall enter upon the duties of his office.

Gen. Laws of Minn., 1874, Ch. XIV, pp. 129-130.

## 19. ACT OF MARCH 9, 1875.

Act to amend section five of chapter two, general laws of 1873, an Act for the regulation and government of the State Normal Schools.

**Limitation of salaries.** Section 1. That section five of chapter two, general laws of 1873, entitled "An Act for the Regulation and Government of the State Normal Schools," shall be so amended as to read as follows, after the words, "to fix the salaries of the same:" **PROVIDED,** That no professor or teacher shall receive more than two thousand dollars per annum for salaries or services so rendered.

Gen. Laws of Minn., 1875, Ch. XXIV, p. 58.

## 20. ACT OF FEBRUARY 28, 1877.

An Act to establish and maintain a system of Public Schools in the state of Minnesota.  
\* \* \* \* State Normal Schools.

**Normal schools — how named.** Section 1. The normal schools heretofore established to educate and prepare teachers for the common schools of this state, shall hereafter be designated and known as the state normal school at Winona, the state normal school at Mankato, and the state normal school at St. Cloud, respectively.

**Six directors.** Section 2. The governor of this state, shall, on or before the first Friday in March, one thousand eight hundred and seventy-three, nominate and appoint, by and with the advice and consent of the senate, six normal school directors, not more than one of whom shall be resident of the same county, who, together with the state superintendent of public instruction, shall constitute the state normal school board. Three of the directors so appointed shall hold their offices for two years, and the remaining three for four years, from the first day of June, one thousand eight hundred and seventy-three. The terms of office of each director so appointed shall be designated by the governor. On the last Tuesday in February, one thousand eight hundred and seventy-five, and biennially thereafter, the Governor, by and with the advice and consent of the senate, shall appoint three directors to fill the vacancies occurring under the provisions of this act, and each of whom shall hold his office for four years, from the first day of June next succeeding his appointment. The governor shall also, by and with the advice and consent of the senate, fill all vacancies that may arise by reason of death, resignation, or otherwise. **PROVIDED,** That one member of said board, and no more, shall be appointed from each of the counties of Winona, Blue Earth, and Stearns.

**Officers of Normal Board.** Section 3. The officers on the state normal board shall be a president and secretary. The members of the board, at their first session, and biennially thereafter, shall elect by ballot, from their own number, a president. The state superintendent of public instruction shall be the secretary of the board.

**Governor to appoint a president when.** **PROVIDED,** Whenever, from any cause, a vacancy shall exist in the office of president of the state normal school board, and said board shall not be in session at a regular meeting thereof, the governor may appoint one of the normal school directors to be president of said board, who shall hold his office until the next regular meeting of said board, and until a president thereof shall be duly elected and he shall enter upon the duties of his office.

**Members to qualify.** Sec. 4. Each member of the state normal school board, before entering upon the duties of his office, shall file with the secretary of state an oath to support the constitution of the United States and of the state of Minnesota, and that he will well and faithfully discharge the duties of his office.

- Powers of normal board.**
- \$2,000 limit to salary.**
- Board to prescribe studies, to grant diplomas.**
- To report to Governor.**
- Principal to report to State Superintendent.**
- What to report.**
- Model schools.**
- Tuition free to state pupils.**
- Board to fix rates for other pupils.**
- Sec. 5. The state normal school board shall have the general supervision, management and control of the state normal schools, and of all the property, real and personal, thereunto appertaining. They are hereby authorized and empowered to contract for the erection of all buildings connected with the schools under their charge, to appoint all professors and teachers in said schools, to fix salaries of same; PROVIDED, that no professor or teacher shall receive more than two thousand dollars per annum for salary or services so rendered.
- Sec. 6. The state normal school board shall prescribe the courses of study in the normal schools, the conditions of admission, and prepare and confer suitable diplomas upon persons completing the full course of study in the normal department. Such board shall adopt any rules and regulations deemed necessary to the highest efficiency of the schools. It shall be the duty of the board, as a whole, or through committee of their own number, to visit and thoroughly to inspect the grounds, buildings, modes of instruction, and the discipline and management of each school, at least once during each term. They shall report to the governor, on or before the first day of December in each year, through their president, the condition of each school, its receipts, and disbursements, its wants and prospects, together with such recommendations for its improvement as they may deem proper and necessary.
- Sec. 7. The principal of each normal school shall annually make a written report to the state superintendent of public instruction, on or before the first day of September, covering the calendar or term year of his school. Such report shall set forth the general statistics of the school, its enrollment in each department, and in each class of the normal department, the average attendance, the number graduating within the year, the number of teachers and the departments of each, together with an account of the general condition of the library, apparatus and buildings, which report may contain such suggestions as the principal may deem of interest to the public, and conducive to the welfare of his school; and also a statement of the total number of graduates of such school who are then engaged in teaching, so far as may be known, with their names, and the name of the district and county in which they are teaching.
- Sec. 8. The state normal school board shall have power to organize, in connection with each normal school, such model schools as they may deem expedient for the illustration of the best methods of teaching and government. PROVIDED, That no more than one teacher shall be employed in either of the model schools, except at the school at Winona, where, so long as provision is made in the normal school for the education of soldiers' orphans, the board may employ one additional teacher at its discretion.
- Sec. 9. There shall be no charge for tuition, the use of text-books, or for incidental expenses to the students of any normal school, who shall have filed with the principal thereof a declaration of intention to engage in the work of teaching in the common schools of this state for not less than two years after his or her connection with said school shall cease. The Board may fix such rates of tuition for pupils in the model schools as in their judgment may be equitable and just. The board may fix such rates of tuition for students not intending to teach as in their judgment may be equitable and just.



- Local member of board shall be treasurer.** Sec. 10. The member of the board residing at the location of each normal school, respectively, shall receive and disburse, under the direction of the board, all moneys accruing in any manner to such school, and shall keep a full and accurate account of such receipts and disbursements, including the receipts from tuition in the model schools, and shall report the same to the board whenever they shall so direct. He shall give a bond, payable to the state of Minnesota, in such sum as the board shall direct, with one or more sureties, to be approved by them, for the faithful performance of the duties mentioned in this section.
- Board to be paid expenses.** Sec. 11. The members of the state normal school board, except the superintendent of public instruction, shall be reimbursed for the actual expenses incurred by them while engaged in duty for the normal schools; said expenses to be paid out of the current fund belonging to the several schools.
- Drawing warrants.** Sec. 12. All warrants upon the state auditor for defraying the expenses of the state normal schools, shall be drawn by the president and countersigned by the secretary of the board.
- Sec. 13. Nothing contained in this act shall be so construed as to impair or annul any right or obligation existing in behalf of, or against the state of Minnesota, in relation to the state normal schools at Winona, Mankato, and St. Cloud.
- Board not to exceed appropriations.** Sec. 14. It is hereby made the duty of the state normal board to limit the number of teachers, and their compensation, and all other annual expenses thereof, to the amount appropriated by the legislature for that purpose, and all expenditures made by said board in excess of the sum so appropriated, are hereby declared to be unlawful and void, and shall be deemed a malfeasance on the part of said board, for which the members thereof can be removed from office by the governor.
- Repeal of inconsistent acts.** Sec. 15. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed. PROVIDED, That the repeal of any of the acts above enumerated, shall not affect any rights acquired or penalties incurred, or actions or proceedings commenced under any of said repealed acts; but all such rights shall be preserved and actions and prosecutions continued and prosecuted as if this act had not been passed.

Gen. Laws of Minn., 1877, Ch. 74, p. 115, sub. Ch. IX, pp. 151-154.

## 21. ACT OF FEBRUARY 14, 1877.

An Act to Appropriate Money to Defray Current Expenses of State Normal Schools.

- Appropriation for the state normal schools.** Sec. 1. That the sum of fifteen thousand dollars (\$15,000), in addition to the sum now allowed by law for the year one thousand eight hundred and seventy-seven (1877), and annually thereafter, be and the same is hereby appropriated, out of any money not otherwise appropriated, for defraying the current expenses of the state normal schools, as follows: For the state normal school at Winona, the sum of seven thousand dollars (\$7,000); for the state normal school at Mankato, the sum of four thousand dollars (\$4,000); for the state normal school at St. Cloud, the sum of four thousand dollars (\$4,000); the same to be paid on requisition drawn by the president and countersigned by the secretary of the state normal school board, and that on the presentation of such requisitions to the state auditor, it shall be his duty to draw warrants on the state treasurer for a like amount, such money to be expended under the direction of the normal board, as provided by law.

Gen. Laws of Minn., 1877, Ch. 164, p. 256.

**22. ACT OF MARCH 7, 1881.**

An Act to amend certain sections of Charter thirty-six (36), of the General Statutes of One Thousand Eight Hundred and Seventy-Eight (1878), Relating to Education.

\* \* \* \* \*

**Normal school  
students.**

Sec. 11. That section one hundred thirty-seven (137) be amended to read as follows: There shall be no charge for tuition or for incidental expenses to the students of any normal school who shall have filed with the principal thereof a declaration of intention to engage in the work of teaching in the public schools of this state for not less than two (2) years after his or her connection with said school shall cease. The board may fix such rates of tuition for pupils in the model school and for students not intending to teach as in their judgment may be equitable and just.

Gen. Laws of Minn., 1881, Ch. 41, p. 60.

**23. ACT OF FEBRUARY 24, 1881.**

An Act to increase the standing appropriations for Normal Schools and to Provide for the Payment of the Salaries of Institute Teachers therefrom.

**Appropriation for  
normal schools.**

Section 1. That the sum of eight thousand dollars (\$8,000), in addition to the sum now allowed by law for the year one thousand eight hundred and eighty-one (1881), and annually thereafter, be and the same is hereby appropriated out of any money not otherwise appropriated, for defraying the current expenses of the state normal schools, as follows:

For the state normal school at Winona, the sum of two thousand dollars (\$2,000); for the state normal school at Mankato, the sum of three thousand dollars (\$3,000); for the state normal school at St. Cloud, the sum of three thousand dollars (\$3,000); such money to be expended under the direction of the state normal school board, as provided by law.

Sec. 2. The state normal school board shall appoint one (1) teacher for each normal school, especially qualified to give instruction in teachers' institutes. The salary of such teacher to be paid out of the money appropriated by section one (1) of this act.

Gen. Laws of Minn., 1881, Ch. 190, p. 234.

**24. ACT OF NOVEMBER 18, 1881.**

An Act to Appropriate Money to grade, fence, and improve the grounds of the state Normal School at Winona.

Section 1. That the sum of five thousand dollars (\$5,000), or so much thereof as may be necessary, be and hereby is appropriated out of any money in the treasury not otherwise appropriated, for the purpose of grading, fencing, and improving the grounds of the state normal school at Winona, to be expended under the direction of the state normal school board, and to be drawn upon requisitions upon the treasury signed by the president and countersigned by the secretary of the state normal school board.

Gen. Laws of Minn., 1881, Extra Session, Ch. 90, p. 88.

**25. ACT OF MARCH 2, 1883.**

An Act to amend section one hundred and thirty-one (131) of chapter thirty-six (36) of the general statutes of one thousand eight hundred and seventy-eight (1878), relating to education.

**Officers. Time of  
annual meeting.**

Section 1. That section one hundred thirty-one (131) of chapter thirty-six (36) of the general statutes of one thousand eight hundred and seventy-eight (1878) be and the same hereby is amended so as to read as follows:

**State Superintendent  
to be secretary.**

Section one hundred and thirty-one (131). The officers of the board shall be a president and secretary. The annual meeting of the board shall be held on the first Tuesday of June of each year. The members of the board at their annual meeting in the year one thousand eight hundred and eighty-three (1883) and biennially thereafter shall elect by ballot from their number a president. The state superintendent of public instruction shall be secretary of the board. Whenever from any cause a vacancy shall exist in the office of president of the board and said board shall not be in session at an annual meeting thereof, the governor may appoint one of the directors to be president of the board, who shall hold his office till the next annual meeting of the board and until a president thereof shall be duly elected and shall enter upon the duties of his office.

Gen. Laws of Minn., 1883, Ch. 12, p. 15.

## **26. ACT OF MARCH 1, 1883.**

An Act to appropriate money for repairs of State Normal School buildings and for apparatus for the Normal Schools at St. Cloud and Mankato, and to erect a Normal Home at St. Cloud, and to increase the standing appropriation for the Normal School at Winona.

**\$1,000 annually for  
Winona normal school.**

Section 2. That the sum of one thousand dollars (\$1,000) in addition to the sum now allowed by law for the year one thousand eight hundred and eighty-three (1883) and annually thereafter, be, and the same is hereby appropriated out of any money in the state treasury, or which shall come into the state treasury, not otherwise appropriated for defraying the current expenses of the normal school at Winona.

Gen. Laws of Minn., 1883, Ch. 169, p. 219-220.

## **27. ACT OF MARCH 5, 1885.**

An Act to amend section one hundred and forty-seven (147), chapter thirty-six (36), of the General Statutes of one thousand eight hundred and seventy-eight (1878).

**Annual appropriations  
for the normal schools  
— how paid.**

Section 1. That the sum of nine (9) thousand dollars, in addition to the sum now allowed by law for the year ending July thirty-first (31st), A. D. one thousand eight hundred and eighty-six (1886), and annually thereafter, be and the same is hereby appropriated out of any money not otherwise appropriated for defraying the current expenses of the state normal schools as follows: For the state normal school at Winona, the sum of three thousand dollars (\$3,000); for the state normal school at Mankato, the sum of three thousand dollars (\$3,000); for the state normal school at St. Cloud, the sum of three thousand dollars (\$3,000); the same to be paid on requisition drawn by the president and countersigned by the secretary of the state normal school board; and that on presentation of such requisitions to the state auditor, it shall be his duty to draw warrants on the state treasurer for a like amount, such money to be expended, under the direction of the normal board, as provided by law.

Gen. Laws of Minn., 1885, Ch. 90, p. 87.

## **28. ACT OF MARCH 9, 1885.**

An Act to amend section one hundred and thirty-three (133) of chapter thirty-six (36) of the general statutes of one thousand eight hundred and seventy-eight (1878), relating to salaries of professors and teachers in State Normal Schools.

**Limit to salary of Principal.** Section 1. That the proviso in said section, one hundred and thirty-three (133) of chapter thirty-six (36) of the general statutes of A. D. one thousand eight hundred and seventy-eight (1878) be and the same is hereby repealed. But in no case shall the salary of any principal exceed twenty-five hundred (\$2,500) dollars per annum.

Gen. Laws of Minn., 1885, Ch. 95, p. 91.

## 29. ACT OF APRIL 24, 1889.

An Act to establish a Uniform System of Accounting for Public Funds in the State Educational, Charitable, and Correctional Institutions, and to appropriate miscellaneous receipts for the use of the said institutions.

**Applied to what institutions.** Section 1. There is hereby established a uniform system of accounting for public funds in the following named institutions of the state of Minnesota, namely: the state university, the state normal schools, the state hospitals for insane, the Minnesota soldiers' home, Minnesota institute for defectives (which shall render a separate account for each of the schools comprising the institute), the state public school, the state reform school, the state reformatory, the state prison, and all other similar state institutions which may hereafter be established by law.

**Accounting officers and purchasing agents to be appointed.** Section 2. It shall be the duty of the managing board of each of the state institutions mentioned in section one (1), to designate an accounting officer, whose duty it shall be to keep or supervise the financial accounts of the institutions and to perform such other duties as shall be prescribed by law or by the said managing board. They shall also designate either the said accounting officer or some other officer of the institution to act as purchasing agent, whose duty it shall be to purchase all goods and supplies needed for the institution under such rules and regulations as the said managing board shall prescribe.

**Institution treasurer to be appointed.** Sec. 3. It shall be the duty of the managing board of each of the institutions named in section one (1), within three months after the passage of this act, to appoint an institution treasurer, which treasurer shall be either some trustworthy person residing in the city or village at which the institution is located, or some solvent national or state bank in said city or village, except that the treasurer of the state shall be ex-officio the treasurer of the Minnesota soldiers' home, as is now provided by law.

The said treasurer shall give bonds in such sum as the managing board shall require, to be approved by said managing board and to be subject to the approval of the public examiner. It shall be the duty of the said treasurer to hold and safely keep all public funds belonging to the said institution which may come into said treasury from any source, and to pay out the same only on written orders signed by the accounting officer of the institution, and countersigned by a member of the managing board, who shall have been authorized by vote of the board to sign such orders.

**Superintendents to have the custody of funds belonging to inmates.** Sec. 4. It shall be the duty of each superintendent of the several institutions named in this act to have the care and custody of any funds belonging to inmates of the said institutions which may come into his hands, to keep accurate accounts of such funds on books provided for that purpose, and to pay out such funds under such rules and regulations as may be established by law or prescribed by the board of management, taking proper vouchers therefor in all cases; and every such



law, or may be prescribed by the board of managers of such institution, to be subject to the approval of the public examiner, conditioned upon the faithful performance of his duties and the due accounting for the funds entrusted to his care.

**Miscellaneous receipts,  
how treated.**

- Sec. 5. a. It shall be the duty of every officer and employe of the several institutions named in this act to pay over to the superintendent of the institution, without delay, any funds which may come into his hands belonging to any inmate of the institution, and to pay over to the accounting officer of the institution, without delay, any funds which may come into his hands belonging to the institution.

b. It shall be the duty of the accounting officer of each institution at the close of each month, or oftener, to pay over to the institution treasurer all institution funds which may have come into his hands from the sales of public property, board of inmates, labor of inmates, or from other sources, and at the close of each fiscal quarter to draw an order on the institution treasurer in favor of the state treasurer for the amount of all such miscellaneous receipts, and at the same time to forward to the state auditor a statement of the amount of the same, and the sources from which they have arisen.

c. It shall be the duty of the state auditor, upon receiving such statement, to place in the hands of the state treasurer a draft for the amount upon the institution treasurer, specifying the fund to which the same is to be credited, and upon payment of such draft, to place the amount so received to the credit of said institution, adding it to any appropriations that may have been previously made by the legislature for the said institution, distributing it to the several appropriations from which it may have arisen or to the current expense appropriation according to his discretion.

Provided, that the miscellaneous receipts of the state prison and the state reformatory shall be paid over to the state treasurer monthly instead of quarterly, in the manner as herein provided.

**Pay rolls and bills  
to be in duplicate.**

- Sec. 6. It shall be the duty of the accounting officer of each institution named in section one (1) to prepare a duplicate monthly pay-roll or pay-rolls, showing the services rendered by each officer and employe of the institution, which pay-roll shall contain the receipt of said officers and employes for the orders issued to them in payment for their services. Services rendered or labor performed by persons other than officers and employes, shall be accounted for on proper vouchers made.

The said accounting officer shall require all persons selling goods or supplies to the institution to furnish with such goods when delivered, bills or invoices, in duplicate, and he may require persons who furnish goods at intervals during the month to furnish also a detailed statement in duplicate at the close of the month. The said bills and invoices shall, whenever practicable, be made upon the billheads or blanks used by such persons in their business. Provided, that in cases where it is not convenient for the seller to furnish such bills or invoices, the accounting officer may make out such bills or invoices on blanks to be provided by the institution.

**Vouchers,  
how receipted,  
and disposed of.**

- Sec. 7. Each of the original and duplicate bills mentioned in section six (6) shall be enclosed in an envelop or jacket, on one side of which shall be a classification of the items contained in the bill, and on the other side a receipt in the following form: "Received on the ..... day of ....., 18...., from the ..... (here insert the title of the accounting officer) of the ..... (here insert the name of the institu"

## HISTORICAL SKETCH

tion) an order on the treasurer of the ..... for the sum of ..... dollars, in payment of the within account;" and pay rolls and vouchers for services rendered or labor performed shall be enclosed in similar envelopes or jackets. One of the said duplicate pay rolls or bills, with the accompanying receipts, shall be retained by the said accounting officer in the files of the institution; the other shall be sent to the auditor of the state within thirty days after the issuance of an order on the institution treasurer for the payment of the same.

**Goods to be checked by the invoices.**

Sec. 8. It shall be the duty of the store-keeper of each institution or some person to be designated by the superintendent, to check off all goods and supplies when received by the invoices; to certify thereon the quantity and condition of the same, and to notify the superintendent or the accounting officer forthwith in case the said goods or supplies do not appear to be of the kind or the quality purchased or bargained for. In case goods are received without an invoice, it shall be the duty of such store-keeper or designated person to make a memorandum bill of such goods and certify thereon, as herein required.

**Monthly expense lists.**

Sec. 9. It shall be the duty of the accounting officers of the state institutions named in section one (1), at the close of each month, to make, or cause to be made, an expense list for expenses incurred during the month under appropriations for current expenses and a separate expense list for expenses incurred under appropriations for other purposes, showing the name of each person rendering service or furnishing supplies, the nature of the service rendered and at what rate, the quantity, kind, price and cost of supplies furnished, and the amount to which each person is entitled by law. PROVIDED, that the auditor of state may in his discretion allow items of the same class amounting to less than one (1) dollar each, except food items, to be consolidated on the expense lists as "Sundries." Said expense lists shall be audited by the managing board or a committee of the same, and shall be certified by the accounting officer of each institution and a member of the managing board, to be designated by the said board, and shall be forwarded to the auditor of state by the accounting officer, not later than the eleventh (11th) day of the succeeding month.

**Auditor to examine expense lists.**

Sec. 10. On receipt of such certified expense lists, the auditor of state shall examine, adjust and approve, suspend, or reject the same, and on or before the sixteenth (16th) day of each month, draw his warrants on the state treasurer for the amounts found due thereon to each institution, and no money shall be paid out of the state treasury for the use of the said institutions except on expense lists duly certified.

PROVIDED, That the auditor of state may in his discretion draw his warrants for an amount not exceeding twenty (20) per cent in addition to the amount of the said expense list, to be used for the immediate payment of such accounts as he may authorize to be so paid; said payments to be properly accounted for on the next monthly expense list.

**Unexpended appropriations to be cancelled.**

Sec. 11. It shall be the duty of the auditor of state, upon the passage of this act, and at the close of each biennial period thereafter, to cancel all unexpended appropriations or balances of appropriations which shall have remained undrawn for the period of two (2) years after the expiration of the biennial period during which they became available under the law.

PROVIDED, That the governor, secretary of state and attorney general may continue such appropriations or balances in force temporarily on recommendation of the auditor of state.

**Miscellaneous**  
**receipts appropriated for**  
**the use of the institutions.** Sec. 12. There is hereby appropriated for the use of the several institutions named in section one (1) of this act, all of the funds paid into the state treasury from miscellaneous receipts under section five (5) of this act.

**Repealing clause.** Sec. 13. Sections two (2), three (3), and four (4) of chapter one hundred and seventeen (117), of the general laws of one thousand eight hundred and seventy-nine (1879), and all acts and parts of acts inconsistent with this act are hereby repealed.

Gen. Laws of Minn., 1889, Ch. 269, pp. 463-467.

### 30. ACT OF APRIL 17, 1889.

An Act to increase the number of members of the State Normal School Board and to provide for certain expenses.

**State normal**  
**school board**  
**two additional**  
**members.** Sec. 1. The governor shall on or before the first (1st) day of May, eighteen hundred and eighty-nine (1889), appoint two (2) members of the state normal school board in addition to those already provided for by law, whose terms of office shall expire on January first (1st) eighteen hundred and ninety-one (1891) and on January first (1st) eighteen hundred and ninety-three (1893), respectively, and that said board shall from said appointments consist of eight (8) instead of six (6) members.

PROVIDED, however, that there shall not be at any time more than one (1) director from any one (1) county.

**Treasurer's**  
**salary.** Sec. 2. In addition to the actual expenses now allowed the members of said board the treasurer of each one (1) of the normal schools of Minnesota shall have annually a sum not to exceed three hundred (300) dollars, to be allowed by said board for his services and expenses, for book-keeping and other necessary expenditures incident to keeping the accounts of his school.

Sec. 3. That the sums thus allowed the treasurers shall be paid by their respective schools out of their annual appropriations as other items of current expenses are paid.

Gen. Laws of Minn., 1889, Ch. 268, p. 462.

### 31. ACT OF APRIL 21, 1891.

An Act to amend section one hundred and thirty-four (134) of chapter thirty-six (36) of the General Statutes of eighteen hundred and seventy-eight (1878), relating to State Normal Schools.

**Normal board diplomas**  
**valid as first grade**  
**certificate for**  
**two years.** Section 1. That section number one hundred and thirty-four (134) of chapter thirty-six (36) of the general statutes of eighteen hundred and seventy-eight (1878) be and the same is hereby amended by inserting after the words "normal department," in the fourth line, the following: "The diploma from either the elementary or advanced course of study of the state normal school shall be valid as a certificate of qualification of the first (1st) grade to teach in the public schools of the state of Minnesota for a period covering the time of the student's pledge of service, namely, two (2) years from date of graduation."

**Endorsement on ele-**  
**mentary diploma at end**  
**of two years to be valid**  
**certificate for five years.** Sec. 2. At the Expiration of two (2) years of actual teaching service, the diploma of such graduate may be endorsed by the president of the normal school from which it was issued, and by the state superintendent of public instruction upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it has been rendered. Such endorsement shall make the diploma of the elementary course a valid



**Endorsement on advance** certificate for five (5) years from its date, and the diploma of the  
**course diploma to be a** advanced course a permanent certificate of qualification.  
**permanent certificate.**

**Certificates may be** Sec. 3. Any county or city superintendent of schools under whose super-  
**suspended for cause.** vision such graduates may be employed, shall have authority to  
suspend such certificate for causes duly shown, such suspension to  
be subject to the same appeal as is provided in the case of certificates  
issued by such county or city superintendents.

Gen. Laws of Minn., 1891, Ch. 72, pp. 148-149.

### 32. ACT OF APRIL 20, 1893.

An Act to appropriate money for the general expenses of the state government, for the support of state institutions, and for certain other purposes named therein.

Sec. 5. \* \* \* \* \* For the state normal school at Winona, for  
**Normal at Winona.** additional buildings, forty thousand dollars, (\$40,000) \* \* \*  
Gen. Laws of Minn., 1893, Ch. 241, p. 391.

### 33. ACT OF APRIL 20, 1897.

An Act to appropriate money for the general expenses of the state government and for other purposes

Sec. 5. Appropriations for educational purposes. \* \* \* \* \*  
**\$8,000 for continuous** Sixth — For the Winona normal school, for continuous ses-  
**sions.** sion, eight thousand dollars, (\$8,000).  
Gen. laws of Minn., 1897, Ch. 155, p. 295.

### 34. ACT OF APRIL 21, 1899.

An Act to amend section one hundred and thirty-six (136) of chapter thirty-six (36) of the General Statutes of 1878 of the state of Minnesota, being section thirty-eight hundred and forty-four (3844) of the statutes of the state of Minnesota for 1894, relating to model schools.

Sec. 1. \* \* \* \* \* "Model Schools — The state normal school board  
**May be organized in** shall have power to organize, in connection with each normal school,  
**and by normal schools.** such model schools as they may deem expedient for the illustration  
of the best methods of teaching and government."

Gen. Laws of Minn., 1899, Ch. 358, p. 486.

### 35. ACT OF APRIL 2, 1901.

An Act to create a state board of control, and to provide for the management and control of the charitable, reformatory and penal institutions of the state, and to make an appropriation therefor, and to abolish the state board of corrections and charities.

Sec. 18. \* \* \* \* \* The board of control shall have and ex-  
**Financial control of** ercise full authority in all financial matters of the state university,  
**educational institutions.** the state normal schools, the state public school, the schools for the  
deaf and the blind. The said board of control shall disburse all public  
moneys of the several institutions named, and shall have the same  
authority in the expenditure of the public moneys appropriated  
therefor, as in the other institutions named in this bill, except as  
hereinafter otherwise provided, and such board shall appoint a pur-  
chasing and disbursing officer or officers for such institutions. Said  
board of control shall also have supervision of the construction of all  
buildings and betterments erected at the cost of the state, but shall  
co-operate with the local boards of the different institutions in the  
preparation of plans and specifications therefor. Such board of  
control, however, shall not have the control over or authority to  
disburse any private donations or bequests made by gift or devise  
by any private individual, to any educational institution of this state,  
but said private gifts or donations or bequests shall, unless otherwise



**Powers of  
institution boards.**

directed by the terms of such gift or bequest, be applied by such various boards of the said educational Institutions, to the use proposed by the terms of the gift. But the various boards now in charge of the several educational institutions shall have and retain the exclusive control of the general educational policy of said institution, of the courses of study, the number of teachers necessary to be employed, and the salaries to be paid; and such various boards shall have the exclusive right to employ or dismiss the teachers and others engaged in carrying on the functions of said institutions and shall also have the exclusive control of the grounds, buildings, and other public property of their several institutions, and of all other matters connected with said institutions, except as herein specifically reserved to said board of control. All contracts with employes of said educational institutions and a concise statement of all supplies needed shall be reported by the board in charge of said several institutions to said board of control, and provision shall be made by said board of control, by suitable rules, for the payment of the salaries of such employes and any expenses incurred by the members of said local board and for the purchase of all necessary supplies by such purchasing agent to be appointed as herein provided, as in the case of the other public institutions of this state.

**Powers, duties,  
annual statement,  
repeal, uniform system  
of books.**

- Sec. 19. The boards of trustees, boards of control and commissioners, now charged with the government of the institutions named in section eighteen hereof and the state board of corrections and charities shall, on and after August 1, 1901, have no further legal existence. All trustees now in office shall continue in office until August 1, 1901. The board of control shall establish a uniform system of books and accounts for state institutions, as hereinbefore provided, and cause the same to be examined at least once in each year by the public examiner and annually require settlement with the officers of each state institution. Nothing herein contained shall limit the general supervisory or examining powers vested in the governor by the laws or constitution of the state, or that vested by him in any committee appointed by him. The board of control shall prepare annually for publication a statement of the cost for the preceding year of maintaining each of said institutions, including improvements, itemized so far as practicable and so arranged as to show the cost of the various kinds of provisions and supplies. This statement shall be published under the direction of the state expert printer, to be paid for out of the appropriation for public printing \* \* \* \* \*

Gen. Laws of Minn., 1901, Ch. 122, pp. 135-136

**36. ACT OF APRIL 7, 1905.**

An Act to divest the State Board of Control of jurisdiction and authority over the state university and the state normal schools of this state, and to provide for the management of the state university by the board of regents and the state normal schools by the normal board.

Section 1. Upon and after August first (1st), nineteen hundred five (1905) the board of control of this state shall be and is hereby divested of all authority, jurisdiction and control over the state university and the state normal schools of the state of Minnesota, except as hereinafter stated.

**Releasing university  
and normal schools  
from jurisdiction of  
board of control.****Board of regents and  
normal school board.**

The state university on and after said date shall be under the management, jurisdiction and control of the board of regents of the state university, and the state normal schools on and after said date shall be under the management, jurisdiction and control of the state normal school board; and the said board of regents and said normal school board shall, on and after said date have and possess all of the

powers, jurisdiction and authority, and shall perform, subject to the restrictions herein contained, all of the duties by them possessed and performed on and prior to April first, (1st), nineteen hundred one (1901), except as hereinafter stated.

- Providing for purchasing agent.**
- Duties.**
- Section 2. Upon the date of assumption by the board of regents of the said management and control of the said university, the president of the said board of regents by and with the consent and approval of the members of said board, shall appoint a purchasing agent, whose duties shall be as herein provided for, and whose compensation shall be fixed by the said board of regents and paid out of the funds provided for the maintenance of said university. The said purchasing agent shall attend to the purchasing of all necessary supplies for the several departments of the state university. Previous to the termination of each quarterly period of the year, the dean or other executive head of each of the several departments of the state university shall prepare estimates in detail of all the supplies required for such department for the ensuing quarterly period. Prior to the opening of such quarterly period, such estimate shall be submitted by the said dean or other executive head of each said departments to the executive committee of said board of regents, which estimate so submitted shall be carefully examined and, if necessary, revised by said executive committee. Upon the approval of such estimate by such executive committee the same shall be prepared in triplicate, and one of said estimates shall be retained by the said board of regents, and one thereof shall be delivered to and filed with said purchasing agent, and one thereof shall be delivered and filed with the state auditor of this state. Such estimates, bearing such approval, shall govern and control said purchasing agent in the purchasing of supplies for the several departments of the state university. No disbursements for such purposes shall be made except on the warrant or requisition of said purchasing agent. The said purchasing agent shall give bond in such sum as said board of regents shall require for the faithful and diligent performance of his duties.
- Election of purchasing agent.**
- Sec. 3. Upon the assumption by said state normal school board of the jurisdiction, management and control of the normal schools of this state, said board shall elect from its own members a purchasing agent, whose duties shall be hereinafter stated, and whose compensation shall be fixed by said board and paid out of funds provided for the maintenance of said normal schools, a pro rata sum being paid by each school. He shall superintend the making of all purchases for said schools. Prior to the termination of each quarterly period, the executive head of each school shall prepare and submit to him a detailed statement of the needs of said institution, including an estimate of the necessary supplies and expenditures for the quarterly period next succeeding. Said statement and estimate shall be submitted by him to said normal school board for revision and correction. When approved by the said board, it shall be prepared in triplicate by such purchasing agent, and one copy thereof shall be retained by said board for the use of such agent, one shall be delivered to the executive head of each normal school and one shall be filed with the state auditor. Such estimates shall govern and control the purchasing of supplies for the respective schools, and the money necessary to be disbursed therefor shall be paid out upon the warrant of said agent as hereinafter stated. Said agent shall, at the commencement of each quarterly period, set apart for the use of each school as a contingent fund, a sum not exceeding one hundred dollars (\$100).

**Duty of  
purchasing agent.**

In addition thereto the supervision of the purchasing of all necessary supplies for said school, it shall be the duty of such purchasing agent to visit each of said schools at least once during each quarterly period, at which time the estimates for the succeeding quarter, as herein provided, and a statement of the needs of said institution shall be submitted to him by the executive head thereof.

He shall, from time to time, make reports to said normal school board of the business affairs of said schools, with such recommendations as he may deem proper. All salaries for resident directors heretofore paid or provided for are hereby discontinued.

**Triplicate  
statements.**

- Sec. 4. Each purchasing agent shall at the close of each month, prepare in triplicate statements showing all purchases made by him during said month for the several institutions, the names and addresses of persons from whom said purchases were made and the several prices paid therefor. He shall accompany the same with an affidavit that the statement is correct, that the articles therein specified were duly authorized by the proper board upon prepared statements and estimates, were received under his direction at the institution named therein, that the several prices paid therefor were reasonable, that said goods were of proper and stipulated quality and grade, and that neither he nor any person in his behalf has any pecuniary or other interest in said purchases, or has received or will receive in any way any pecuniary or other benefit therefrom.

**Pay rolls  
in triplicate.**

He shall also each month prepare in triplicate and cause to be receipted by the signatures of the several parties named therein, pay-rolls showing the monthly salaries and compensation of all officers, teachers and employes in said several institutions, and shall file one copy of said statement and said pay-roll with the president of the board of regents or president of the normal school board, as the case may be, and two copies with the state auditor. The auditor, upon receiving the same, shall draw his warrant upon the state treasurer for the amount called for in each expense list and pay-roll, and transmit the same to the treasurer, attaching thereto a copy of said expense list and pay-roll. Upon receipt of the same, the treasurer shall send his checks to the several persons named therein for the amount of their respective claims.

**Auditor's warrant.****Limitation of  
expenses.**

- Sec. 5. No member of the board of regents or of the normal school board, and no person in the employ of either board shall be paid for any expense incurred, unless it shall appear that said expense was duly authorized by the executive committee or the president of the board, and an itemized, verified account of the same, accompanied by sub-vouchers, where said sub-vouchers are practicable, is furnished by the claimant, and filed with the state auditor for his written audit. Such verification shall state that said expense bill is just and correct and for money actually and necessarily paid or to be paid for the purposes therein stated. If said expense is to be incurred in visiting another state, then, before said visit is authorized, or undertaken the said executive committee or president must certify, in writing, the purpose of said visit, the necessity existing for the same, and the maximum expense to be incurred therefor, which certificate must be presented to the governor of the state for his approval. If he does not approve the same, the said visit shall not be undertaken. If the above provisions are complied with, the auditor shall pay such expense account in the same manner as monthly expenses and salaries are paid under the provisions of this act.



**Unlawful to exceed appropriation.** Sec. 6. It shall be unlawful for the board of regents or the normal school board to permit any expenditures for any purpose in excess of the amount appropriated or contemplated by law, and any member or agent of either of said boards violating this provision, shall be deemed guilty of misdemeanor, and on conviction shall be fined not less than one hundred dollars (\$100) or more than one thousand dollars (\$1,000), or be imprisoned in the county jail for not less than six (6) months, or by both fine and imprisonment.

**Authority of Board of Control.** Sec. 7. The board of control shall have and exercise full authority in all financial matters of the several institutions named in this act, so far only as relates to the erection and construction of new buildings, the purchasing of fuel and the placing of insurance on buildings and contents. When new buildings are to be erected and constructed by authority of the state, it shall be the duty of the board of control to cause to be prepared plans and specifications for the same, but in so doing it shall consult with the local boards in respect to said plans and specifications, and shall adopt and carry out so far as it deems practicable their requests and desires in the matter.

Gen. Laws of Minn., 1905, Ch. 119, pp. 148-152.

### 37. ACT OF APRIL 12, 1907.

An Act to provide for summer sessions at the normal schools and appropriate money therefor.

**Summer session of 12 weeks at state normal schools.** Sec. 1. That there shall be held at each of the state normal schools in this state a summer session of twelve weeks each, under the direction of the state normal board. These summer sessions shall be a part of and in all respects be the same as the sessions now provided for by law. The provisions for attendance at these summer sessions shall be the same as those now in force and the arrangements of the terms in the school year shall be such as to most fully conserve the welfare of rural schools.

**\$30,000 available August 1, 1907.** Sec. 2. There shall be appropriated out of any money in the state treasury not otherwise appropriated, \$30,000, or so much thereof as shall be necessary to defray the expenses of the sessions provided for in section one hereof, the same to become available August 1, 1907; and that the sum of \$30,000, or so much thereof as shall be necessary, shall be appropriated for such sessions to become available August 1, 1908. **\$30,000 available August 1, 1908.** PROVIDED, that no part of the standing appropriation for the support of institutes and training schools, provided for in section 1435, Revised Laws, 1905, shall be used for the support of the schools provided for in this act, or for the support of any institute or training school held at or in connection with any normal school in this state.

Gen. Laws of Minn., 1907, Ch. 164 — S. F. No. 258, pp. 182-183.

### 38. ACT OF APRIL 26, 1907.

An Act to appropriate money for the expenses of the state government and other purposes.

\* \* \* \* \*

**\$55,000 for model school.** Sec. 33. Normal School \* \* \* \* \*  
6. For model school building, \$55,000.

Gen. Laws of Minn., 1907, Ch. 476, H. F. No. 1208, p. 770.

### 39. ACT OF JANUARY 28, 1909.

An Act to appropriate money for the repair of partitions and walls in the Winona State Normal School.



**\$1,000 appropriated for repairs Winona normal school.**

Sec. 1. There is hereby appropriated from any moneys in the treasury not otherwise appropriated, the sum of one thousand dollars to be used for and in the repair of certain walls and partitions situated in the west portion of the Winona state normal school building, recently discovered to be in a dangerous condition, and which walls and partitions have been condemned by the state architect, and that the said appropriation is hereby made available upon the passage and approval of this act.

Gen. Laws of Minn., 1909, Ch. 4. H. F. No. 52, p. 3.

#### 40. ACT OF MARCH 26, 1909.

An Act to amend section 1 of chapter 164 of the General Laws of the state of Minnesota for the year 1907, being an act to provide for a summer session at the normal schools, and to appropriate money therefor.

**Normal board may shorten session.**

Section 1. That section 1 of chapter 164 of the general laws of the state of Minnesota for the year 1907, be and the same hereby is amended so as to read as follows:

"Section 1. That there shall be held at each of the state normal schools in this state a summer session of twelve (12) weeks each, under the direction of the state normal board. These summer sessions shall be a part of and in all respects be the same as the session now provided for by law. The provisions for attendance at these summer sessions shall be the same as those now in force and the arrangements of the terms in the school year shall be such as to most fully serve the welfare of rural schools. PROVIDED, that said normal board may, in its discretion and when the interests of the state may be best subserved thereby, direct that a shorter session than twelve weeks be held at any of said schools."

Gen. Laws of Minn., 1909, Ch. 112, S. F. No. 263, p. 103.

#### 41. ACT OF APRIL 22, 1909.

An Act to appropriate money for the expenses of the State Government and for other purposes.

\* \* \* \* \*

Sec. 42. State Normal Schools.

\* \* \* \* \*

(a) Winona. \* \* \* \* \*

**\$75,000 for students' dormitory.**

Sec. 9. Students' Dormitory, construction and furnishing, available for the year ending July 31, 1911, \$75,000.

Gen. Laws of Minn., 1909, Ch. 375, p. 444.

#### 42. ACT OF APRIL 23, 1909.

An Act to amend Section 1361 of the Revised Laws of 1905, defining the value of teachers' certificates issued by the State University and diplomas from the State Normal Schools, and to repeal Section 1369 of the Revised Laws of 1905, relating to the validity of teachers' certificates issued by the State University.

**Validation of certificates from State University.**

Sec. 1. That section 1361 of the revised laws of 1905 be and the same is hereby amended to read as follows: Certificates of graduation from the state university issued to graduates of the college of education and to those graduates from its college of science, literature and art, (or its college of agriculture) who have taken specified courses in the college of education, shall be valid as first grade professional certificates for two years from their date, and at the expiration of two years of actual successful teaching, such certificates, endorsed by the president of the university and the state superintendent, shall have the force of permanent first grade professional certificates.

- From state normal schools or department of agriculture.**
- Sec. 2. Diplomas issued to graduates of the state normal schools (or of the teachers' course in the department of agriculture of the state university) shall be valid as first grade certificates for two years from their date, and at the expiration of two years of actual, successful teaching, such diplomas, endorsed by the president of the school granting them, and the state superintendent, shall have the force of first grade certificates for life.
- Elementary diplomas.**
- Sec. 3. Elementary diplomas granted by a state normal school upon the completion of such portion of the course of study as may be prescribed therefor by the normal school board, shall be valid as first grade certificates for the period of three years from their date, and shall not be renewable; except that any holder of such an elementary diploma may have the force and effect thereof, as such first grade certificate, extended for a further period of three years, by the completion of an additional one year of work in a Minnesota state normal school, and the certificate of endorsement thereon by the president of such school and the state superintendent; PROVIDED, that the provisions of this section shall not apply to persons now holding Minnesota elementary normal school diplomas, nor to any students heretofore enrolled in a Minnesota state normal school who shall be graduated prior to September 1, 1911.
- To be endorsed by superintendent of public instruction.**
- Sec. 4. The holders of certificates from the state normal schools, showing the completion of two years of prescribed work in such schools, shall be entitled to have such certificates endorsed by the superintendent of public instruction and thereby given the full force and effect of a second grade certificate.

Gen. Laws of Minn., 1909, Ch 455, H. F. No. 683, pp. 554-555.

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